The Seattle Schools

1891=92

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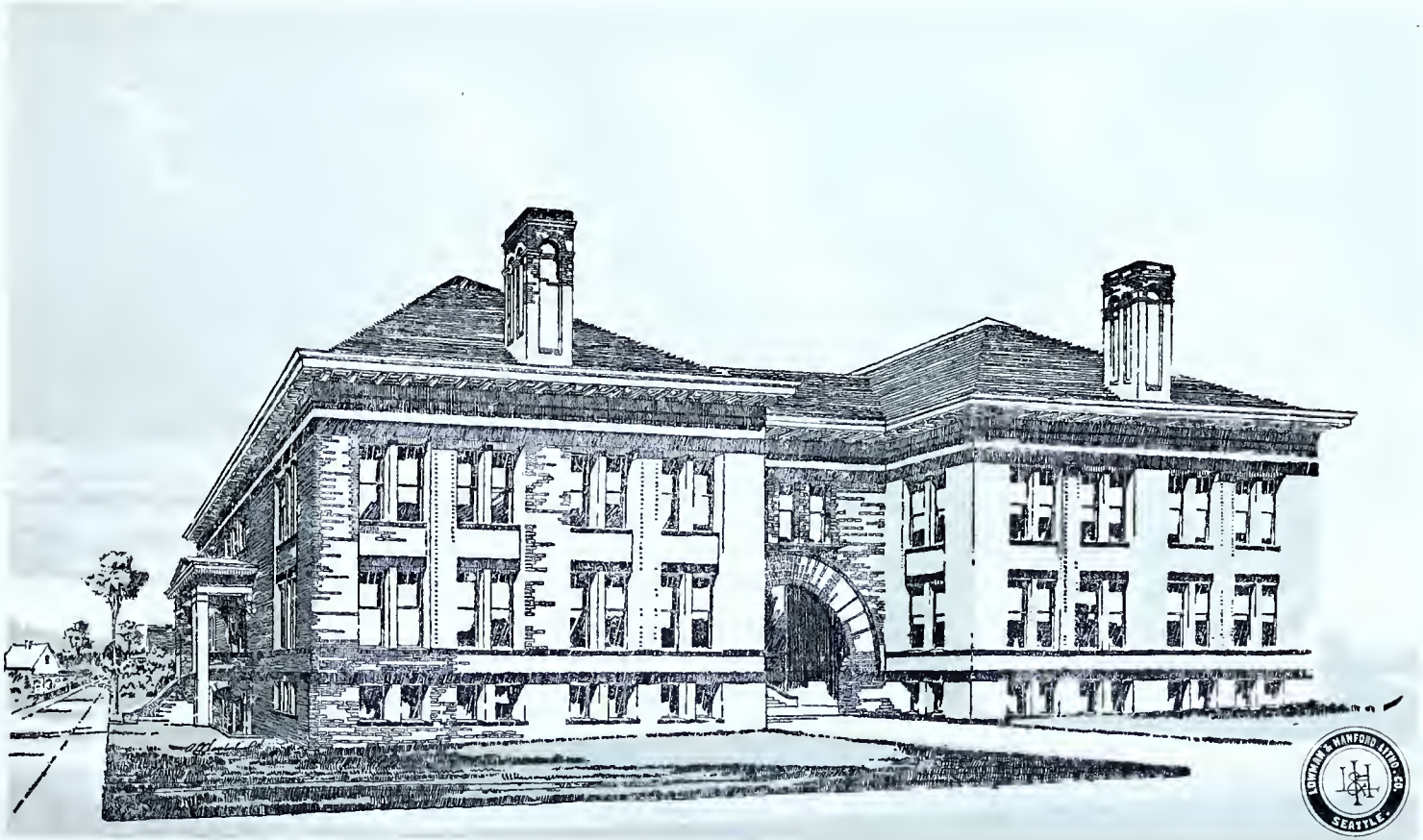

DAY SCHOOL

FREMONT

Annual Report

of the

Board of Education

of the

City of Seattle

for the

School Year Ending June 30th, 1892

Seattle, Washington:
Lowman & Hanford Stationery and Printing Co's
Electric Press
1893

Officers of the Board of Education

1890-1891

PRESIDENT

WM. H. HUGHES

VICE-PRESIDENT

W. J. COLKETT

SECRETARY OF THE BOARD AND SUPT. OF BUILDINGS

H. F. WHITNEY

TREASURER

BYRON PHELPS

1891-1892

PRESIDENT

W. J. COLKETT

VICE-PRESIDENT

J. B. MacDOUGALL

SECRETARY OF THE BOARD AND SUPT. OF BUILDINGS

H. F. WHITNEY

TREASURER

BYRON PHELPS

SUPERINTENDENT OF PUBLIC INSTRUCTION

FRANK J. BARNARD

STENOGRAPHER

MISS BLANCHE C. TERRY

Members of the Board for 1890-1891

NAME	Term Expires	PLACE OF BUSINESS	RESIDENCE	Tel. No.
Wm. H. Hughes	November, 1891	Burke Block	320 Temperance street	655
W. J. Colkett	November, 1892	Post-office	407 Lake street	617
J. B. MacDougall	November, 1892	Front and Columbia streets	1508 Fourth street	195
T. W. Proseh	November, 1893	Chamber of Commerce	Ninth and James streets	480
D. A. Spencer	November, 1893	Bailey Building	Twelfth and Marion streets	111

MEMBERS OF THE BOARD FOR 1891-1892

W. J. Colkett	November, 1892	Post-office	407 Lake street	617
J. B. MacDougall	November, 1892	Front and Columbia streets	1508 Fourth street	195
T. W. Proseh	November, 1893	Chamber of Commerce	Ninth and James streets	480
D. A. Spencer	November, 1893	Bailey Building	Twelfth and Marion streets	111
Austin P. Burwell	November, 1894	Front and Marion streets	2210 Fourth street	71

Standing Committees

1890-1891

AUDITING

D. A. SPENCER — T. W. PROSCH — W. J. COLKETT

EDUCATION

W. J. COLKETT — D. A. SPENCER — W. H. HUGHES

BUILDINGS AND GROUNDS

W. H. HUGHES — J. B. MacDOUGALL — T. W. PROSCH

FINANCE

T. W. PROSCH — J. B. MacDOUGALL — W. J. COLKETT

PURCHASING

J. B. MacDOUGALL — D. A. SPENCER — W. H. HUGHES

1891-1892

AUDITING

A. P. BURWELL — D. A. SPENCER — T. W. PROSCH

EDUCATION

J. B. MacDOUGALL — D. A. SPENCER — T. W. PROSCH

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FINANCE

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PURCHASING

T. W. PROSCH — J. B. MacDOUGALL — W. J. COLKETT

School Directory

Assembly Rooms of the Board of Education and Offices of the Secretary and City Superintendent—Corner Seventh and Marion streets.

Regular Meeting of the Board—Every second Wednesday of each month.

Office Hours of Superintendent—3 to 6 P. M.; Saturdays, 9 A. M. to 12 M.

Office Hours of Secretary—2 to 5 P. M.

School Begins—The Monday following the 29th day of August.

Annual Term—Forty weeks.

Vacations and Holidays—Thanksgiving Day and the day following; the two weeks following the first four months of the school year and including December 25th and January 1st; February 22nd; Decoration Day; and a spring vacation for one week.

Daily Sessions in High School—9 A. M. to 12 M., and from 12:30 to 2:30 P. M.

Daily Sessions in Other Schools—C and D Primary, 9 A. M. to 12 M., and from 1 to 2:30 P. M.; and all other grades, 9 A. M, to 12 M., and from 1 to 3 P. M.

Pay Day—Every Wednesday succeeding the last Friday of each school month.

Public School Telephone Exchange

To Principals and Teachers:

The different school buildings are now connected by telephone by means of a special switch-board in the school office.

Please follow directions given below when you wish to talk with those in other school buildings or with those having city telephones.

1. To call the "School Office," ring the bell *twice*.

2. Take down the hand telephone and listen. Miss Terry will not reply by ringing your bell, but will say, "What number?"

3. Give the number wanted, and listen until you learn whether the line is in use or not. If not in use,—

4. Hang up your telephone and ring, waiting for a ring in reply before talking.

5. To talk with those having city telephones, consult the Telephone Directory for the number wanted, call for the "City Exchange," as directed above, in 1, 2, 3, and then use directions 1, 2, 3, 4 with "City Exchange," as if for the "School Office."

6. When calling for different schools or for the "City Exchange" through the "School Office," call for the numbers as indicated below:

1—City Exchange.
2—Superintendent of Schools.
3—Central School.
4—South School.
5—Mercer School.
6—Denny School.
7—Columbia School.
8—Rainier School.
9—T. T. Minor School.
10—B. F. Day School.
11—High School.
12—Latona School.

FRANK J. BARNARD,
City Superintendent of Schools.

Location of School Buildings and Boundaries of School Districts

HIGH

Location—Between Sixth and Seventh and Marion and Madison streets.

Boundaries of District—Entire city limits.

CENTRAL

Location—Between Sixth and Seventh and Marion and Madison streets.

Boundaries of District—Center line of Stewart at the bay, northeast on Stewart to Twelfth street, southeast on Twelfth to Broadway, south on Broadway to Yesler avenue, west on Yesler avenue to the bay.

DENNY

Location—Between Fifth and Sixth and Battery and Wall streets.

Boundaries of District—Center line of Depot at the bay, east on Depot to Willow, north on Willow to Harrison, east on Harrison to Brook street, south on Brook to Twelfth, southeast on Twelfth to center line of Stewart, southeast on Stewart to the bay.

MERCER

Location—Between Valley and High and Box and Ash streets.

Boundaries of District—Bounded on the south by the center line of Depot from the bay, east on Depot to Willow, north on Willow to Harrison, east on Harrison to center line of Lake street, north on Lake to the lake, along Lake Union to Gayler street, west on Gayler street to the bay.

COLUMBIA

Location—Between Fifth and Sixth and Liberty and Federal streets.

Boundaries of District—Bounded on the west by the center line of Lake street, north on Lake street to Lake Union; thence along lake shore to old city boundary, east on old city boundary to a line extending in a northeasterly direction from Hayes street to the city boundary; thence south from Hayes street on Broadway to Madison; southwest on Madison to Twelfth street, northeast on Twelfth street to Brook street.

T. T. MINOR

Location—Between Chestnut and Hyde and Division and Blakely streets.

Boundaries of District—Bounded on the east by Lake Washington, on the south by Barclay street to Broadway, north on Broadway to Twelfth, on Twelfth to Madison, northeast on Madison to Broadway, north on Broadway to Hayes, thence in a northeasterly direction to city boundary.

RAINIER

Location—Between Market and Taylor and Lane and King streets.

OLYMPIC

Location—Corner of Orange and Bush streets.

Boundaries of Rainier and Olympic District—Bounded on the north by Barclay street to Lake Washington; thence south on the lake to city boundary; thence west on city boundary to Vancouver street; thence north on Vancouver to Twentieth street; thence north on Twentieth street to south line of Hill tract; thence west on south line to west line of Hill tract; thence north on west line of Hill tract and Rose street to Barclay street.

SOUTH

Location—Between South Twelfth and South Fourteenth and Weller and Lane streets.

Boundaries of District—Yesler avenue at the bay, east on Yesler avenue to Broadway, north on Broadway to Barclay street, east on Barclay street to Rose street, south on Rose street to Hill tract, south on west side of Hill tract to its south line; thence along its south line to Twentieth street; thence south on Twentieth street to city boundary; thence west on city boundary to the bay.

B. F. DAY

Location—Between Lake and Woodland streets, and Franklin avenue and Maple avenue.

Boundaries of District—All that portion of the city north of Gayler street and west of Elmer street.

LATONA

Location—Between Lincoln avenue and Boise street and Clough and Logan streets.

Boundaries of District—All that portion of the city east of Elmer street and north of the old city boundary.

QUEEN ANNE

Location—Between White and Anne and Lee and First streets.
(Included in the Mercer District.)

RANDELL

Location—Between Clarence and Wyckoff, on Division street.
(Included in the T. T. Minor District.)

GREEN LAKE

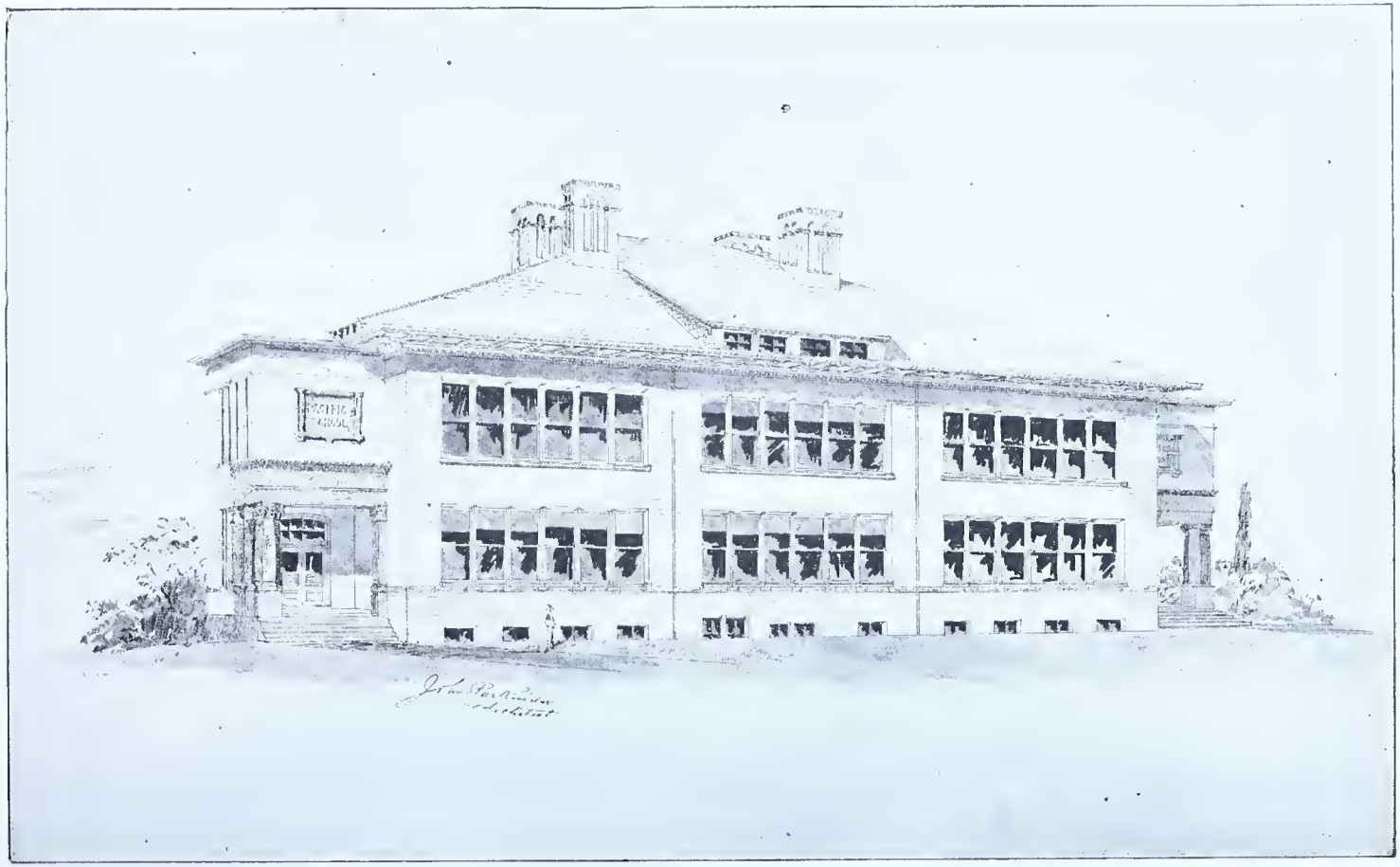
(Included in the B. F. Day District.)

SALMON BAY

Suburban Relief School—Boundaries not definite.

ROSS

Suburban Relief School—Boundaries not definite.



PACIFIC SCHOOL

ADDRESS OF THE PRESIDENT

Gentlemen of the Board of Education:—

I hereby submit a brief report, as President of your Honorable Body, for the year ended June 30th, 1892.

The reports of the Secretary and Superintendent will show in detail, the financial and general condition of the schools, hence my remarks must necessarily be of a general character.

The work of the year has not been marked by any extraordinary events, yet there has been an increase in school population and commendable progress in our schools.

To supply the demands for larger accommodations, eight additional rooms were added to the "Denny," and four each to the "Mercer" and "Rainier" buildings. A building of two rooms was erected at Green Lake, and the "Day" school of eight rooms, at Fremont. Four rooms only in this building were finished and occupied during the year, but the remaining rooms will be finished immediately for use next year.

Notwithstanding this large increase in the number of school rooms, it was still necessary to rent outside rooms in both the "Central" and "South" districts, a fact we must all very much regret.

This question of providing suitable buildings for school purposes is perhaps the most important duty of any school board; it has certainly been *the school problem* in our case.

If it could have been foreseen that property would have increased in value so fast, the district would have done well to have, long ago, secured sites for school buildings in various parts of the city.

Our action this year, and the approval of the public, have secured for future use sites that will supply the demands of the district for several years to come, and it seems to me was one of our most important transactions of the year.

By this act the public has set aside for school purposes block 37, T. Hanford's Addition, block 8, in Bayside Addition, block 17, in Eastern Addition, block 1, in Denny-Fuhrman

Addition, block 15, in Pontius Addition, block 7, in J. J. McGilvra's Third Addition, and lots 1 to 12, in block 2, Queen Anne Second Addition.

On the site in Eastern Addition, the erection of a twelve room building is progressing, and will be ready for use early next year. This building should give relief to the Central, Minor and South districts, so that no outside building would be necessary were it not for the High school crowding out some Grammar grades in the Central school building.

If the proposition to purchase a site for a High school and erect a building thereon had been approved by the people, we would soon be able to accommodate our pupils in suitable buildings. This is certainly desirable, and should commend itself to the judgment of every citizen interested in our public school system.

It is a matter of more than ordinary interest that the $200,000 bonds issued last year, have been finally disposed of at the low rate of interest of 5 per cent. per year. The difficulties connected with this transaction, called forth some comment, and caused us much anxiety, and I am of the opinion that the tax payers of the district are to be congratulated because of the disposal of these bonds on such advantageous terms.

I confess I have come to look with more favor on the idea of bonding school indebtedness. It has often been a question in my mind whether we did not move too fast in developing our Western cities. They are all heavily burdened with debt; but I am quite fully convinced that since it is clearly the public policy to establish and maintain city government at any cost, that school interests should not be an exception.

It is certainly as justifiable to bond the district to raise funds to be used in the purchase of sites and the erection of school buildings thereon, as it is to bond the county for court house purposes or the city for the many improvements for which it is at present bonded.

If the people of our district will only incur enough more of a debt to secure suitable quarters for a High school, our public school system will be in a condition to rank second to none in the United States.

It is a matter of public interest, I think, that we have not

found any difficulty during the year in disposing of our warrants ; they were taken by the brokers of our city, at par, during the early part of the year, and before the close, were in such demand as to bring a premium. It seems to me a much better plan if the Board were allowed to dispose of these warrants in large blocks, when they became interest bearing paper, and pay all salaries and other indebtedness in cash. This would, in many instances save employes and others much trouble, and the School Board money, as it would be possible for the Board to secure a premium for a warrant of a large amount, when individual holders might be obliged to discount warrants for small amounts in order to dispose of them.

The Board has had more than the usual amount of litigation during the year. Once it was necessary to call the assistance of the Courts to secure a proper tax levy in the newly acquired territory. The Board had taken up promptly the needs of the new city school district, and believed the property therein should bear its due proportion of the expense of carrying on the schools. This was finally secured by an order from the Supreme Court of the State.

Less than a month before the close of the year, we again had to appeal to the bar of justice to prevent the Board of Health from closing the South school. We were successful in this case also.

I wish to repeat the suggestion of my predecessor, and as my term of office will expire before any suggestions I may make could become operative, I feel no hesitation in urging that the School Law be so modified that members of School Boards in cities of ten thousand inhabitants and upwards should be paid for their services.

It is no light burden on any man to discharge the duties of a member of the Board of Education in a city of the size of Seattle. He is often obliged to devote entire days to this service and it seems to me he should be compensated, at least in part, for this time.

Our action in employing a regular architect at a fixed salary, seems to me to be one of considerable importance ; it not only has its professional advantages, but it also saves the district a large amount of money heretofore paid as fees for such services.

Not being a professional man, I am scarcely expected to express opinions on school methods and systems.

I am frank to admit my recent study of modern methods has interested me deeply, and I can see no reason why it should not be well here, in our city to adopt the very latest ideas on problems of school reform.

I am of the opinion school men are only experimenting in many matters pertaining to their profession ; I am therefore in favor of modifying our scheme of work wherever it will be likely to save time for the pupil and increase his opportunities for development.

I am sure in my own case, I see where I lost much time by delays and restrictions, in my brief school life, which were beyond my control. No doubt, we all realize the same difficulties on reviewing our school days. I shall certainly be ready to endorse any move of our Board towards "liberalizing" the course of study as suggested by President Eliot of Harvard University.

It would not frighten me in the least to see Modern Languages, Algebra and Geometry begun in Grammar grades, and it might be the means of shortening the course of the High school a year, thus saving the district some expense and the pupil a year of valuable time, and it surely would place these studies before many pupils who otherwise would not ever have the chance to become acquainted with them at all ; and it might be the means of awakening an interest in these studies that would result ultimately in their completion.

I am heartily in favor of the idea of a High school, and I am specially anxious that something should be done for our children in the direction of their industrial training, but I regret the fact that so few of them enter the High school, and that fewer still complete the work.

Whatever can be done to bring High school studies down into grades in which pupils are found to remain in large numbers, seems to me to be a wise policy.

During the year, death has removed from us another faithful and efficient teacher—Miss Josephine Rupert died February 19, 1892, after a brief illness. She was graduated from the Edinboro State Normal School of Pennsylvania, and stood high

in her profession, and in the esteem of all who knew her.

I desire to express my appreciation of the hearty support I have received from the members of the Board during the period of time I have served as its presiding officer.

It is a matter of congratulation that public sentiment in our district is pronounced in favor of education, and we have appreciated the support of this influence.

It seems to me we have public spirited citizens who might encourage the school work by establishing prizes for excellence in certain lines of study, and I trust the members of the Board of Education will continue to show their individual interest by maintaining the giving of prizes, as was done this year, and thus induce others to similar acts. There are several cases of individual generosity which deserve special mention :

The Hon. William D. Wood for donating a site on which to erect the Green Lake school.

Mr. B. F. Day for the block given on which was built the "Day" school at Fremont.

The MacDougall-Southwick Co. for donating flags to the larger schools, and

Mr. L. S. J. Hunt for his continued interest by which he so generously furnished the schools a most delightful excursion to Victoria, B. C., early in June.

With the support of such public spirited citizens, and the services of an efficient and faithful corps of teachers, our schools are sure to progress and maintain their high standard of excellence already attained.

Respectfully submitted,

W. J. COLKETT,

President.

Annual Report of the Secretary of the Board of Education, Seattle—1891-1892

SEATTLE, Washington, June 30, 1892.

To the Honorable Board of Education, City of Seattle:—

GENTLEMEN—In compliance with Sections 11 and 12, of the law governing "common schools in cities of ten thousand or more inhabitants," I herewith submit my report as Secretary for the year ending June 30, 1892.

RECEIPTS

Received from—			
Taxes	$204,485 03		
Sale of bonds	204,500 00		
Apportionment of State funds by County Superintendent	1,673 85		
Warrants charged twice	1,912 64		
Transferred from Districts 32, 33, 66, 90	998 59—	$413,570 11	
Rebates on insurance	$177 15		
Tuition fees	21 00		
Other sources	24 45—	222 60	
Total			$413,792 71

DISBURSEMENTS

(Permanent, 41¼ per cent.)			
New buildings	$27,648 49		
Additions to buildings	48,315 86		
Improvements to buildings	5,316 55		
Real estate	57,908 38		
Improvements to real estate	763 25		
Repairs	3,226 72		
Furniture	4,149 65—	$147,328 90	
(Tuition, 31¾ per cent.)			
Teachers' salaries	$110,095 00		
Superintendent's salary	3,000 00—	113,095 00	
Carried forward			$260,423 90

Brought forward			$260,423 90
(Contingent Expense, 27 per cent.)			
Janitors' salaries	$9,369 85		
Secretary, Stenographer, Architect, etc.	4,333 26		
Fuel	6,287 53		
Stationery, printing and supplies	6,334 32		
Insurance	2,424 85		
Rent	2,596 25		
Library and school-room decorations	485 99		
Miscellaneous expenses	7,408 56		
Interest on mortgages	1,040 00		
Interest on bonds	24,546 55		
Interest on warrants	31,386 90		
Freight, postage, etc.	222 60—	96,436 66	
Total			$356,860 56
NEW BUILDINGS			
Green Lake School—			
On Contract	$1,415 22		
Architect fees	111 80		
Outhouse	180 00		
Fence	39 00		
Well	55 00—	$1,801 02	
Day School, Fremont—			
On Contract	$20,500 00		
On heating	1,500 00		
Building permit	15 00		
Painting windows	10 00		
Architect fees	1,999 70—	24,024 70	
Rainier School—			
Balance of contract	$ 322 77		
Extras	1,500 00—	1,822 77	
Total			$27,648 49
ADDITIONS TO BUILDINGS			
Denny School—			
Contract	$21,920 00		
Extras	428 10		
Heating and plumbing	8,124 00		
Sewer	267 81		
Architect fees	1,117 90—	$31,857 81	
Carried forward			$31,857 81

Brought forward			$31,857 81
Rainier School—			
Contract	$6,100 00		
Extras	90 00		
Heating and plumbing	1,822 00		
Architect fees	309 50—	8,321 50	
Mercer School—			
Contract	$5,800 00		
Extras	210 00		
Heating and plumbing	1,822 00		
Architect fees	304 55—	8,136 55	
Total			$48,315 86

IMPROVEMENTS TO BUILDINGS

Flush closet system, Minor, Mercer, Rainier and Columbia	$4,249 55	
Fire hose and reels, Denny	115 00	
Flag poles	65 00	
Skylights	887 00—	$5,316 55

REAL ESTATE

Fern Addition, lots 1 and 2, block 10	$ 300 00
Latona Addition, block 17, balance due	150 00
Bayside Addition, block 8	9,000 00
Denny Fuhrman Addition, block 1	8,730 00
Queen Anne Second, lots 1 to 12, block 2	3,600 00
McGilvras Third Addition, block 7	9,009 00
Pontius Third Addition, block 15	10,000 00
Pontius Third Addition, block 15	619 38
T. Hanford's Addition, block 27	1,500 00
Eastern Addition, block 17	15,000 00
	$57,908 38

IMPROVEMENTS TO REAL ESTATE

Green Lake, clearing site	$ 72 00
Green Lake, grading site	41 25
T. T. Minor, grading site	120 00
Rainier, grading site	130 00
Eastern, grading site	400 00
	$763 25

T. T. MINOR SCHOOL

REPAIRS

Central School—

Glass for broken windows	$ 19 70	
Repairs to roof	23 00	
Hardware	20 57	
Bolts for bulk-head	5 15	
Castings	1 38	
Lumber	73 66	
Work on sewer	31 60	
Repairs to blackboards	221 50	
Heating coils	80 00	
Painting roof	279 00	
Repairs to boilers	5 25	
Music staff	17 00	
New sink	21 00	
Repairs to closets	129 36	
Repairs to pipes	3 40	
Repairs to skylights	5 55—	$937 12

South School—

Music staff	$12 00	
Lime and cement	5 50	
Repairs to blackboards	180 00	
Repairs to roof	5 70	
Lumber	4 55	
Repairs to furnace	27 62	
Glass	17 69	
Hardware	6 95	
Repairs to urinal	11 42	
Wood stain	1 45	
Painting roof	165 00	
Repairs to hose	4 55	
Repairs to closets	130 20—	572 63

Denny School—

Repairs to blackboards	$250 00	
Three gross screws	1 20	
Music staff	22 00	
Hardware	32 36	
Lumber	42 75	
Keys	4 75	
Changing pipes	40 55	
Smoke stack	12 50	
Repairs to roof and chimney	157 50	
Carried forward		$1,509 75

Brought forward			$1,509 75
Glass	$7 30		
Bolts and bands for doors	3 50—	$574 41	
Columbia School—			
Hardware	$ 9 15		
Rubber for furnace	1 00		
Locks	1 12		
Glass for broken windows	25 30		
Lumber	15 47		
Bolts for pump	1 00		
Music staff	8 00		
Window flashing	4 90		
Repairing to blackboards	112 50—	178 44	
Mercer School—			
Repairs to electric bells	$ 2 00		
Hinges and locks	11 14		
Work on fire hose	3 00		
Glass for broken windows	10 70		
Repairs to smoke stack	10 00		
Music staff	12 00		
Grate bars for furnace	30 00		
Repairs for blackboards	100 00—	178 84	
Minor School—			
Repairing pump	$ 7 00		
Hardware	9 95		
Glass for broken windows	50 66		
Asbestos paper for covering flue	4 19		
Repairing school desks	5 00		
Repairing smoke stack	20 00		
New hood for chimney	18 35		
Grate bars for furnace	30 70		
Music staff	12 00		
Paint	5 24		
Repairs to blackboards	100 00		
Lumber	32 29—	295 38	
Rainier School—			
Music staff	$ 8 00		
Locks	1 12		
Lumber	9 60		
Repairing smoke stack	10 00		
New hoods for chimneys	59 85		
Carried forward			$2,736 82

Brought forward			$2,736 82
Repairing fire hose	$ 4 30		
Repairing steam pipes	3 40		
Repairing blackboards	100 00—	$196 27	
Randell School—			
Lumber		15 90	
South School (Temporary)—			
Lumber		34 56	
Pine Street School—			
Kalsomining	$20 00		
Glass	0 65		
Repairing blackboards	25 00—	45 65	
Queen Anne School—			
Painting inside	$25 55		
Lumber	3 95		
Glass for broken windows	8 43—	37 93	
Olympic School—			
Lumber		3 60	
B. F. Day School (Temporary)			
Lumber	$14 78		
Hardware	0 60—	15 38	
Ross School—			
Lumber	$9 04		
Glass	1 35		
Hardware	0 55—	10 94	
Latona School—			
Hardware	$ 5 25		
Work on grounds	82 79		
Repairing pump	5 00		
Lumber	5 43		
Repairing blackboards	25 00—	123 47	
Head of Bay School—			
Work on coal-bin and doors	$5 50		
Hardware	0 70—	6 20	
Total			$3,226 72

FURNITURE

Office—			
1 filing case		$18 75	
Denny School—			
2 doz. chair seats	$ 4 30		
1 doz. chairs, 5 teachers' desks	69 00		
1 teacher's desk	13 00—	86 30	
Mercer School—			
2 doz. chairs	$18 00		
4 teachers' desks	52 00		
1 table	2 00—	72 00	
Columbia School—			
1 doz. chairs		9 00	
Latona School—			
2 chairs and desks	$25 50		
1 teacher's desk	13 00		
Window shades	42 55—	81 05	
Central School—			
1 teacher's desk		13 00	
Depot Street School—			
1 teacher's desk		13 00	
Night School—			
1 table		10 00	
High School—			
2 piano stools	$ 5 00		
100 recitation chairs	200 50		
Skylight shades	77 20—	282 70	
Green Lake School—			
Window shades		28 00	
Minor School—			
Window shades		3 50	
Rainier School—			
1 teacher's desk		15 00	
Jackson Street School—			
2 teachers' desks		30 00	
Day School—			
3 teachers' desks and chairs		38 25	
General—			
2 car loads school desks	$3,028 60		
2 doz. cabinets	420 50—	3,449 10	
Total			$4,149 65

SALARIES

Teachers	$110,095 00		
Superintendent, Secretary, Stenographer, Architect	7,333 26		
Janitors	9,369 85		
Total			$126,798 11

FUEL

1170 tons, 8 cwt., at $4.50	$5,266 76		
18 cords wood	42 00		
3 loads kindling-wood	6 50	$5,315 26	
Hauling coal		972 27	
Total			$6,287 53

TONS OF COAL USED AT EACH SCHOOL

SCHOOLS	TONS	POUNDS
Columbia	101	580
Rainier	151	1816
South	177	1820
Central	227	94
Denny	222	2164
Randell	1	1120
Minor	102	1940
Queen Anne	12	680
Mercer	94	1344
Olympic	13	560
Latona	24	
Day	36	60
Head of Bay	5	112

STATIONERY, PRINTING AND SUPPLIES

Annual report	$708 50		
School directory	53 50		
Election ballots	32 00		
Election notices	22 15		
Manual physical culture	13 00		
Course of study	115 00		
High school diplomas	86 75		
Rules and regulations	16 00		
Sundry blanks	485 16	$1,532 06	
Books, periodicals, High school	370 00		
Models and manuals	13 64	83 64	
Carried forward			$1,615 70

Brought forward			$1,615 70
Manuals	$ 29 60		
Examination records	62 50		
Calisthenics books	46 88		
Lessons on manners	37 50		
Kindergarten books	44 79		
Object lessons	16 00		
500 Readers	100 00		
Supplementary readers	482 62		
5 sets entomology charts	225 00		
Models	43 69		
Music	95 91		
Kindergarten material	50 36		
Models and paper	143 90		
Musical dumb bells	43 20		
70 reams paper for World's Fair exhibit	134 40	$1,639 99	
Supplies from J. H. Calvert & Co., as per contract	1,271 79		
Supplies from E. Lobe & Co.	220 70		
Paper	146 57		
Books for indigent pupils	156 73		
Specimen bottles and alcohol	23 80		
Brooms, brushes, mops	66 25		
Coal oil, soap and materials for cleaning,	62 15		
Hardware	88 96		
Red and blue inks	26 60		
Blackboard slating	33 70		
Curtains and shades	9 44		
Botany supplies	22 76		
Air tester	12 50		
Foot bellows	5 20		
Chloride of lime	9 05		
Typewriter ribbons	6 80		
Blackboards	44 60		
Paints and varnish	15 21		
School registers	4 95		
Modeling clay, jars and boards	82 54		
Stoves, pipe, etc.	123 94		
Thermometers	13 65		
Paraffine	4 50		
Ink wells	6 00		
Lathes and tools for manual training	95 95		
Lumber for manual training	108 16		
Fire hose and reels	124 93		
Carried forward			$6,043 12

Brought forward			$6,043 12
Maps	$68 21		
Typewriter and stand	55 00		
Pump	34 00		
Numeral frame	14 25		
Electric batteries	10 00		
Exhibit work, Fairhaven and Spokane	96 98		
Boiler fittings at Central School	16 99		
12 sets stencils	12 00		
14 ash barrels	1 40		
Scales, weights and measures	35 76		
Brass rods for numeral frames	30 00	$374 59	
Total			$6,334 32

INSURANCE

Denny School	$663 90	
Mercer School	187 50	
Ross School	30 00	
Rainier School	231 00	
Columbia School	37 50	
Olympic School	22 50	
Minor School	45 00	
Latona School	84 30	
Randell School	26 40	
Green Lake School	45 00	
Day School	264 25	
Central School	390 00	
South School	397 50	
Total		$2,424 85

RENT

T. H. Campbell, Seventh street	$ 40 00	
Wm. Gyar, Head of Bay	275 00	
D. Rohlfs, Lake avenue	12 50	
J. E. Nichols, Fremont	400 00	
Wm. Ashworth, Fremont	81 25	
H. Gilbert, Seventh and Cherry	436 00	
James McComb, Seventh and Pike	450 00	
Mrs. P. A. Knox, Depot street	119 00	
Everett Smith, Jackson street	205 00	
E. F. Wittler, Jackson street	75 00	
Seattle National Bank, Yesler avenue	360 00	
Carried forward		$2,453 75

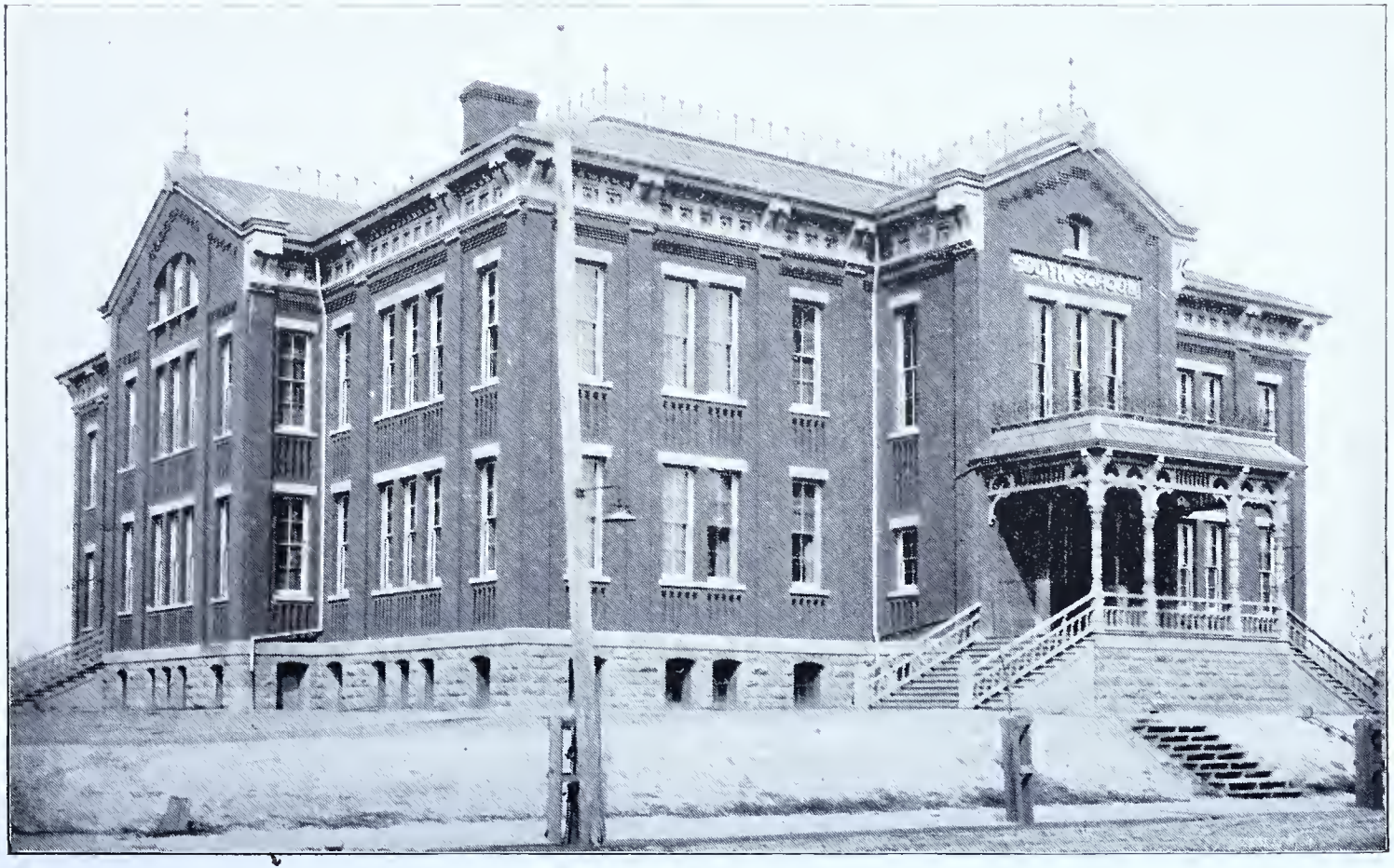
Brought forward		$2,453 75
G. W. Hall, Battery street	62 50	
R. C. Oates, Box street	80 00	
Total		$2,596 25

LIBRARY AND DECORATIONS

Piano	$133 35	
Organ	28 95	
Pictures	294 24	
Books	24 95	
Table and ornaments	4 50	
Total		$485 99

MISCELLANEOUS EXPENSES

Music, etc., High school commencement	$43 80	
Water	1,426 10	
Rent of telephone	509 90	
Gas	117 70	
Electric light	75 70	
Drayage	351 40	
Notices to contractors	44 22	
Taxes, 1890, on Armour Addition lots	59 79	
Cleaning cesspools	365 72	
Decorations Central school	14 70	
Storage of seats at Latona	15 00	
Directories	8 00	
Electric clock and wiring	75 75	
Electric expenses	378 30	
Attorneys' fees	596 40	
Halyards Central school flag staff	25 00	
Cleaning South school side walk	4 00	
Exchange on drafts	5 60	
Shade trees	104 20	
Fairhaven exhibit expense	18 90	
Postage on annual reports	50 00	
Covering steam pipes—		
Central	293 10	
Columbia	334 60	
Mercer	404 32	
Rainier	434 28	
Denny	495 66	
Minor	348 32	
Repairing clocks	6 00	
Work on apparatus	$ 29 00	
Carried forward		$6,635 46



SOUTH SCHOOL

Brought forward			$6,635 46
Car fare		$ 8 65	
Electrotypes		18 70	
Warrant for petty cash		100 00	
Taking school census		635 00	
Opening Day school expense		10 75—	$7,408 56

INTEREST

On Mortgages—			
South school site, one year	$400 00		
Queen Anne school site, one year	640 00—	$1,040 00	
On Bonds—			
Latona district No. 90, one year	$540 30		
Seattle district No. 90, $150,000 issue, one year	9,006 25		
Seattle district No. 90, $200,000 issue, one and one-half years	15,000 00—	24,546 55	
On Warrants—			
Paid by the treasurer		31,386 90	
Total			$56,973 45

TABLE OF CASH RECEIVED AND DISBURSED

Balance on hand June 30, 1891		$33 67	
Received from tuition fees	$21 00		
Rebate on insurance	177 15		
Other resources	24 45		
Warrant No. 2,903	100 00—	322 60	
Total			$356 27

DISBURSEMENTS

Paid for building permits	$6 50		
Postage	66 25		
Recording deeds	22 30		
Washing towels	16 75		
Freight and express charges	108 11		
Exchange on New York draft	4 65		
Drayage	9 75		
Duplicate keys, Denny, Day and Central	6 20		
Painting music staff, Latona	3 50		
Two rolls paper, High school	9 00		
Annual encyclopedia, High school	6 00		
Carpenter on apparatus	31 00		
Nine sundry small bills	28 75—	318 76	
Balance on hand			$37 51

FINANCIAL CONDITION OF THE DISTRICT JUNE 30, 1892

Warrants outstanding June 30, 1891	$206,574 49	
Warrants issued to June 30, 1892	325,251 06	
Interest paid on warrants	31,386 90	$563,212 45
Receipts to June 30, 1892	$413,792 71	
Warrants outstanding June 30, 1892	149,419 74	$563,212 45

DISTRICT INDEBTEDNESS

Warrants unpaid	$149,419 74	
Bonds	350,000 00	
South school grounds debt	5,000 00	
Comstock Addition grounds debt	8,000 00	
Total		$512,419 74

In accordance with the State Law the school census was taken in June and the following table shows the result:

SCHOOL CENSUS, JUNE, 1892.

WARD	UNDER 5			BETWEEN 5 AND 21			Grand Total	Defective	REMARKS
	Male	F'mle	Total	Male	F'mle	Total			
First	194	183	377	484	493	977	1,354		
Second	260	251	511	575	581	1,156	1,667		
Third	304	270	574	524	511	1,035	1,609		
Fourth	144	120	264	325	447	772	1,036		
Fifth	150	137	287	430	473	903	1,190	2	1 blind, 1 deaf
Sixth	227	219	446	585	621	1,206	1,652	1	1 deaf & dumb
Seventh	304	316	620	569	580	1,149	1,769	2	1 dumb, 1 imb'cl
Eighth	258	249	507	534	525	1,059	1,566		
Ninth-N.	154	134	288	303	284	587	875	1	1 deaf & dumb
Ninth-S.	82	99	181	186	170	356	537		
	2,077	1,978	4,055	4,515	4,685	9,200	13,255	6	

CITY SUPERINTENDENT'S REPORT

OFFICE OF THE CITY SUPERINTENDENT OF SCHOOLS.

SEATTLE, WASH., JULY 1, 1892.

To the Board of Education of the City of Seattle:—

GENTLEMEN: In compliance with Section 10 of Article IV. of the Rules and Regulations, I herewith submit the Annual report of the condition and progress of the Public Schools for the year ending June 30, 1892.

GENERAL CONDITION.

The general progress of the schools during the past year has been as substantial as the conditions and circumstances would allow. Much has been done to provide additional accommodations for pupils, new buildings being erected, old ones enlarged and single rooms rented. This made it necessary to change many of the boundary lines and transfer pupils from one district to another. Permanency in boundary lines and assignment of pupils and teachers will do much toward placing our schools in a more satisfactory condition.

By referring to Table II. of the School Statistics it will be seen that there were 1803 "Transfers" during the past year, which means that 1803 pupils were obliged to change schools, to begin work with new teachers, in strange places, under different conditions. These numerous transfers vex and irritate teachers, pupils and parents, and must of necessity impede the progress of the schools.

It was beyond human power to avoid these conditions, and the same conditions will exist as long as the city continues to grow. We all thought that the eight rooms added to the Denny, and the four each to the Mercer and Rainier buildings would be sufficient and insure a permanency of assignment to those districts at least, but relief rooms had to be rented.

At the close of the year, there were one hundred and nineteen school rooms, exclusive of recitation rooms, of which number

eleven were rented rooms and eight in temporary buildings. Many of the transfers of pupils are due to the fact that a large number of our citizens live in rented houses, and hence frequently move from one part of the city to another.

It is gratifying to know, however, that the "home builders" are rapidly increasing in number, and many of the school districts will soon have an approach, at least, to permanency of enrollment. The work of the principals and teachers in general was thorough and effective. The Board of Education was more than active and enthusiastic in promoting the interests of the schools, and did much, both officially and as individuals, to make it possible to say that, compared with last year, the condition of the schools shows a decidedly pronounced improvement. The prospect for a continued improvement is most encouraging.

The vim and enthusiasm with which we all work is due entirely to the encouragment and vigorous support given us by the citizens. It is a pleasure to work when so strongly backed by public sentiment.

I give below comparative statistics for the years ending June 30, '85, '91 and '92, followed by statistics in detail for the year just ended :

COMPARATIVE STATISTICS

		1885	1891	1892
Population of the city, assessor's census		9,768	50,000	58,000
School population between 4 and 21 years of age	Males	1,116	4,598	4,515
	Females	1,087	4,633	4,685
Total		2,203	9,231	9,200
Original entries	Males	701	3,039	3,301
	Females	777	3,080	3,116
Total		1,478	6,119	6,417
Registered by departments	High school	89	198	227
	Grammar school	403	1,416	1,702
	Primary school	986	4,505	4,488
Total		1,478	6,119	6,417
Average number belonging	High school	61.9	150.6	183.2
	Grammar school	324.0	1,090.7	1,284.9
	Primary school	640.2	3,278.8	3,496.8
Total		1,026.1	4,520.1	4,964.9

Ratio of average number belonging to school population		Per cent. 47	Per cent. 49	Per cent. 54
Average daily attendance	High school	60.2	139.5	175.5
	Grammar school	311.0	1,044.4	1,205.3
	Primary school	612.6	3,038.2	3,286.6
Total		983.8	4,222.1	4,667.4
Per cent. of attendance	High school	97.3	96.0	95.7
	Grammar school	86.0	93.2	91.7
	Primary school	95.7	89.0	92.5
Total average		95.9	92.7	93.3
Cases of tardiness	High school	32	445	418
	Grammar school	183	451	562
	Primary school	520	3,134	3,216
Total		735	4,120	4,196
Number belonging June 24	High school	48	127	153
	Grammar school	304	924	1,144
	Primary school	598	3,120	2,981
Total		950	4,171	4,278
Number days schools were in session		196	192	192
Valuation of school property per capita	School population	$34 04	$48 76	$66 60
	Av. No. belonging	74 07	99 58	123 52
Ratio of value of school property to total assessed valuation of city per cent.		1 1-2	1 3-4	1 2-5
Cost of supervision and teaching in mills per dollar of assessed valuation		2.9	3.5	2.6
Cost of total expenditures in mills per dollar of assessed valuation		4.5	5.1	4.8

	1885	1891	1892
Total assessed valuation	$5,038,565	$26,341,000	$44,000,000
Total value of school property	75,000	450,120	613,292
Total assessed valuation per capita of school population	2,287.14	2,853.53	4,782 60

Cost of Supervision and Teaching, Per Capita — School Population, Expenditures, Etc

Total assessed valuation	$44,000,000 00
Total value of school property	$613,292 00
Total expenditures, not including permanent	$155,558 00
Total school population, from 5 to 21 years of age	9,200
Total average number belonging	4,965
Total cost of supervision and teaching	$113,095 00
Total assessed valuation, per capita, of school population, from 5 to 21 years of age	$4,782 60

Value of school property, per capita — of population from 5 to 21 years of age	$66 60
Value of school property, per capita — of average number belonging	$123 50
Ratio of value of school property to total assessed valuation of city ——per cent.	1 2-5
Cost of supervision and teaching, per capita — of school population, 5 to 21 years of age	$12 20
Cost of supervision and teaching, per capita — of average number belonging	$22 70
Cost of supervision and teaching, in mills, per dollar, of assessed valuation	2.6
Ratio of average number belonging to school population, 5 to 21 years of age ——per cent.	54
Cost of total expenditures, per capita — of school population, 5 to 21 years of age	* $16 50
Cost of total expenditures, per capita — of average number belonging	* $30 80
Cost of total expenditures, in mills, per dollar of assessed valuation	* 3.2
Total original entries	6,417
Per cent. of school population of city attending public schools	70
Number of different buildings used	27
Number of school rooms	119
Number of recitation rooms	9
Number of sittings for pupils	6,776
Number of teachers in First Year Grade	19
Number of teachers in Second Year Grade	17
Number of teachers in Intermediate Grade	10
Number of teachers in Third Year Grade	14
Number of teachers in Fourth Year Grade	15
Number of teachers in Fifth Year Grade	14
Number of teachers in Sixth Year Grade	8
Number of teachers in Seventh Year Grade	6
Number of teachers in Eighth Year Grade	3
Number of teachers in Mixed Grades	7
Number of teachers in High School	6
Number of supervisors	4
Number of principals who devote no time to supervision	2
Number of principals who devote half time to supervision,	5
Number of principals who devote all time to supervision	3
Per cent. of promotions on average number belonging	65
Total days lost time by teachers	552½
Total amount paid substitutes	$1,859 00
Average salary paid teachers below the High school	$775 00
Average salary paid teachers in High school	$1,000 00
Average salary paid principals of districts	$1,362 50
Salary paid principal of High school	$2,250 00
Salary paid city superintendent of schools	$3,000 00

*Interest account not included.

STATISTICAL TABLES

Table I.

Number of Original Entries for Each School Month.

Schools	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Central	834	56	24	12	29	35	14	21	13	0	1038
Columbia	241	17	3	6	7	34	6	9	3	2	328
Denny	809	42	45	5	27	63	18	26	7	1	1043
Mercer	537	36	26	7	20	25	8	15	6	5	685
T. T. Minor	472	23	10	3	19	13	8	7	5	0	560
South	721	56	40	11	22	48	18	17	6	2	941
Rainier	387	13	14	4	15	41	14	3	5	6	502
Olympic	137	7	6	1	8	3	2	3	1	0	168
Head of Bay	28	3	4	7	0	2	3	1	3	1	52
B. F. Day	218	7	4	8	6	2	3	4	5	0	257
Latona	118	14	10	1	10	7	9	7	1	0	177
Salmon Bay	49	0	6	0	2	1	2	2	1	1	64
Ross	30	3	2	2	2	0	1	1	0	0	41
Green Lake	----	----	30	0	2	2	1	0	1	0	36
Queen Anne	57	3	1	0	2	3	3	3	0	0	72
Depot Street	----	11	7	1	5	3	5	1	0	0	33
Night School	----	48	32	20	51	12	12	12	4	2	193
High School	214	7	0	2	4	0	0	0	0	0	227
Total	4852	346	264	90	231	294	127	132	61	20	6417

Table II.

Number of Transfer Entries for Each School Month.

Schools	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Central	110	148	26	7	17	49	21	24	7	1	410
Columbia	6	4	7	4	10	37	2	10	4	2	86
Denny	74	18	14	10	11	22	15	9	7	3	183
Mercer	6	10	12	7	19	60	9	11	6	3	143
T. T. Minor	47	79	7	12	21	13	10	6	4	1	200
South	34	89	58	13	18	41	6	23	0	3	285
Rainier	47	34	7	9	19	31	9	7	11	3	177
Olympic	35	24	4	0	3	4	0	4	0	0	74
Head of Bay	0	0	0	0	0	0	0	0	0	0	0
B. F. Day	3	1	14	1	6	1	2	3	29	0	60
Latona	3	0	4	0	73	1	5	1	1	0	88
Salmon Bay	0	0	1	0	0	1	0	1	0	0	3
Ross	5	2	0	0	1	1	1	0	1	0	11
Green Lake	----	----	4	0	3	0	0	1	0	0	8
Queen Anne	1	3	0	0	0	15	1	0	0	0	20
Depot Street	----	25	3	0	0	1	0	1	1	1	32
Night School	----	0	20	0	1	0	1	1	0	0	23
High School	0	0	0	0	0	0	0	0	0	0	0
Total	371	437	181	63	202	277	82	102	71	17	1803

Table III.

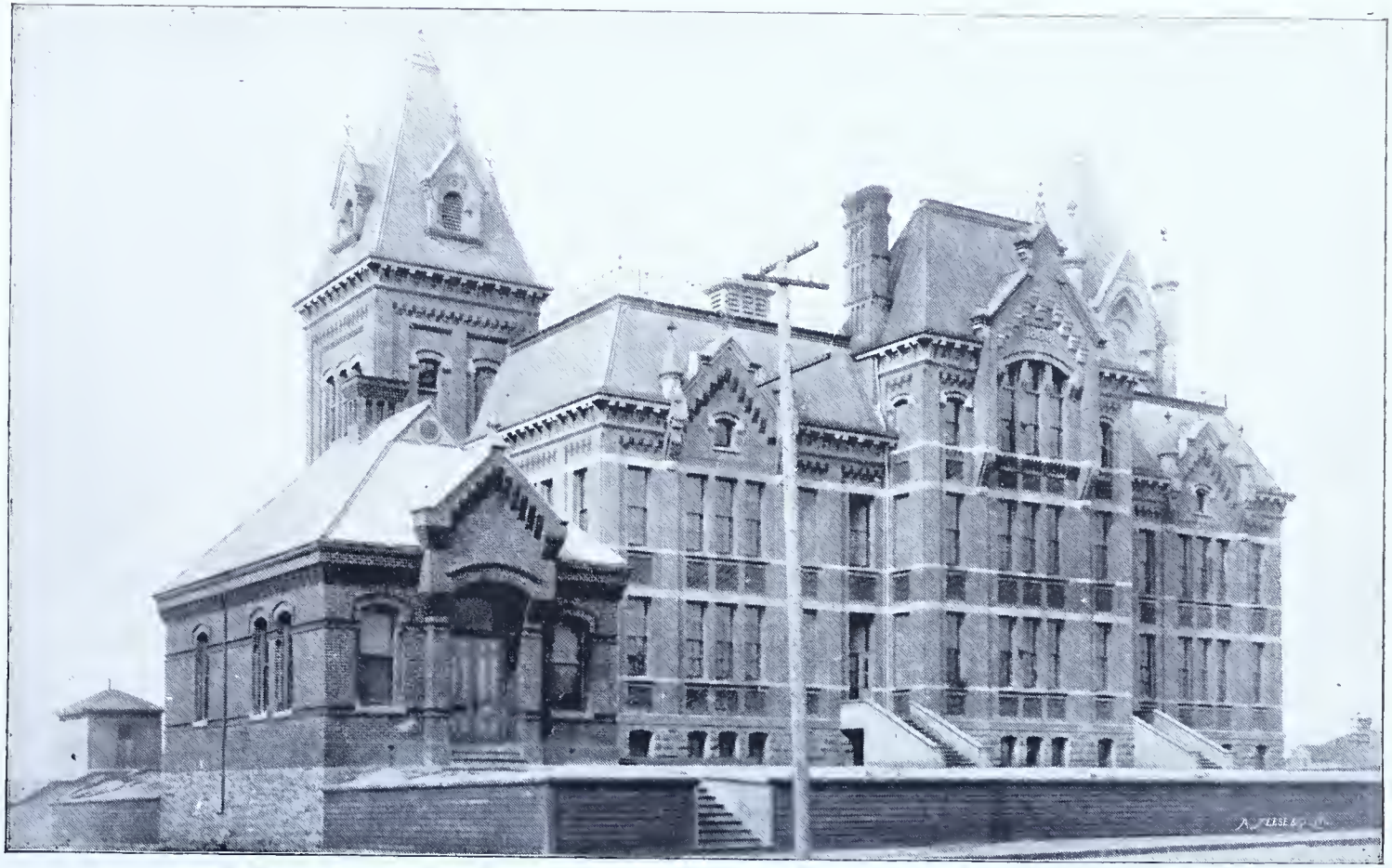
Number Left by Withdrawal for Each School Month.

Schools	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June.	Total
Central	30	53	45	58	66	65	51	70	63	52	553
Columbia	15	9	18	18	21	39	18	25	22	18	203
Denny	17	53	44	79	83	59	80	85	65	79	644
Mercer	17	31	36	72	81	71	53	44	57	47	509
T. T. Minor	20	33	31	52	68	37	49	38	59	37	424
South	16	55	54	82	79	68	75	70	81	67	647
Rainier	21	39	26	13	43	33	39	40	33	35	322
Olympic	2	21	10	9	22	14	18	19	13	2	140
Head of Bay	0	1	1	1	5	2	3	4	2	3	22
B. F. Day	8	4	11	9	27	25	14	15	14	28	155
Latona	2	3	7	14	9	15	13	12	20	19	114
Salmon Bay	5	7	7	1	0	8	7	2	3	6	46
Ross	2	3	7	2	2	8	4	5	2	5	40
Green Lake	----	----	2	1	0	2	0	1	5	0	11
Queen Anne	2	0	5	4	7	1	7	5	2	4	37
High School	8	7	5	6	15	11	6	15	6	5	84
Depot Street	----	2	0	7	7	5	8	6	6	5	46
Night School	----	0	20	29	40	23	26	18	18	47	211
Total	165	321	329	457	575	486	471	474	471	459	4208

Table IV.

Number Belonging for Each School Month.

Schools	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Central	740	755	760	724	730	740	743	727	700	668
Columbia	230	228	221	215	222	271	271	279	274	265
Denny	857	838	866	823	821	859	837	819	789	732
Mercer	524	542	555	515	541	551	546	536	522	501
T. T. Minor	408	425	421	403	409	433	410	401	383	357
South	697	714	731	697	707	666	716	648	596	552
Rainier	393	383	390	378	389	414	412	402	381	378
Olympic	150	163	166	161	164	163	150	147	142	132
Head of Bay	28	30	34	41	34	34	36	34	37	37
B. F. Day	200	205	202	208	206	200	202	201	200	185
Latona	121	133	141	132	142	142	141	139	128	113
Salmon Bay	41	38	38	38	36	36	30	32	34	27
Ross	33	37	32	33	35	33	34	37	35	31
Green Lake	----	-	32	30	36	38	39	38	36	36
Queen Anne	55	59	57	55	57	49	46	45	44	40
Depot Street	----	34	44	41	43	45	47	45	43	41
Night School	----	48	60	55	73	67	64	71	60	30
High School	206	207	205	201	190	181	175	161	158	153
Total	4683	4839	4955	4750	4835	4922	4899	4765	4562	4278



CENTRAL SCHOOL

Table V.

Average Daily Attendance for Each School Month.

SCHOOLS	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Central	735.6	766.8	754.8	737.2	732.2	749.8	744.0	737.8	731.0	722.6
Columbia	210.8	206 5	207.9	204.1	202.9	242.1	244.6	246.6	247.2	247.8
Denny	759.1	791.1	803.1	801 9	799 6	839.0	834.8	827.5	819.8	809.4
Mercer	470.4	498.3	510.3	506.8	505.7	534.0	531.7	531 5	529.1	525.8
T. T. Minor	426.2	442.6	417.0	412.4	402.2	401.3	400.7	397.8	393.2	386.8
South	610.3	647.1	693.5	679.4	674.9	689.9	754.9	695.2	689.4	684.3
Rainier	333.1	349.6	356.4	357.3	356.8	402.5	396.5	394.5	392.3	388 9
Olympic	129.3	144.9	158.1	148.9	143.6	144.2	144.0	143.7	140.6	139 6
Head of Bay	22.6	24.9	25.6	28.8	29.2	29.9	30.8	31.0	31.3	31.7
B. F. Day	180.0	186.0	187.6	188.6	188.1	190.2	190.0	189.7	189.9	189.0
Latona	96 4	110.0	115.9	117.7	139.2	140.9	140.2	139.7	137.3	134.2
Salmon Bay	36 7	37.4	37.5	37.4	36.8	36.2	35.0	33.9	33.5	32.6
Ross	26.8	30.6	30.9	30.5	30.8	30.9	31.1	31.4	31.8	31.7
Green Lake	------	------	31.0	30.1	30.7	31.8	33.4	33.0	33.8	33.6
Queen Anne	52.8	53.8	53.6	53.7	53.2	53.1	51.8	50.9	49.3	48.3
Depot Street	------	31.2	33.8	35.7	36.8	37.8	38.7	39.3	39.6	39.4
Night School	------	39.8	53.5	47.0	51.5	51.5	48.9	49.3	49.0	46.2
High School	200.7	201.3	201.2	198.6	191.9	189.9	194.7	190.4	186.0	175.5
Total	4290.8	4561.9	4671.7	4616.1	4606.1	4795.0	4794.8	4718.8	4679.0	4667.4

Table VI.

Number of Cases of Tardiness for Each School Month.

Schools	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Central	32	34	42	70	30	16	44	29	25	22	344
Columbia	17	9	7	3	13	63	14	21	10	16	173
Denny	27	33	52	58	46	63	52	52	56	42	481
Mercer	20	28	24	52	47	33	32	74	54	30	394
T. T. Minor	45	96	73	61	46	50	72	54	61	49	607
South	21	37	59	21	44	62	51	36	22	17	370
Rainier	34	21	32	39	47	72	69	56	39	32	441
Olympic	11	9	7	7	12	3	11	13	4	7	84
Head of Bay	6	2	3	7	7	5	3	3	2	5	43
B. F. Day	50	30	29	35	32	43	11	19	18	12	279
Latona	22	6	18	10	28	14	17	21	18	6	160
Salmon Bay	0	1	3	0	4	3	2	1	4	12	30
Ross	1	3	0	0	2	1	1	0	4	1	13
Green Lake	----	----	7	1	10	10	4	10	0	11	53
Queen Anne	10	5	13	10	7	12	6	9	3	0	75
Depot Street	----	13	3	14	12	14	11	12	4	2	85
Night School	----	0	33	24	12	7	13	24	19	14	146
High School	29	34	49	60	62	27	35	56	50	16	418
Total	325	361	454	472	461	498	448	490	393	294	4196

Table VII.

Average Number of Pupils in Each Room for Each School Month.

Schools	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Central	54.3	49.9	48.0	45.9	48.0	48.0	43.1	45.1	44.8	44.9
Columbia	27.9	27.2	31.2	31.0	36.3	43.2	43.5	43.9	44.1	44.1
Denny	41.2	43.1	43.8	44.0	43.8	43.9	43.6	43.4	43.1	42.6
Mercer	40.6	43.3	44.3	44.2	44.2	43.3	45.1	43.0	42.7	42.5
T. T. Minor	45.1	41.9	40.6	40.1	39.5	39.1	39.0	38.8	38.5	37.9
South	45.5	48.3	49.6	47.8	47.6	46.5	47.0	46.4	45.8	44.9
Rainier	38.7	40.6	42.0	41.7	42.1	43.1	42.6	41.3	42.1	41.5
Olympic	34.0	37.9	40.5	39.7	38.2	38.5	38.0	38.3	37.5	36.9
Head of Bay	28.0	26.0	28.3	30.7	31.2	31.8	32.2	32.7	33.1	33.4
B. F. Day	62.3	47.6	39.0	39 5	39.7	40.1	40.0	40.0	40.0	39.8
Latona	34.1	38.9	41.2	42.1	38.0	38.2	37.9	37.7	37.2	34.5
Salmon Bay	39.0	38.6	38.2	38.4	37.6	37.0	35.8	35.0	34.6	33.8
Ross	27.0	31.6	32.4	32.3	32.9	32.9	33.2	33.4	33.7	33.6
Green Lake	----	----	32 0	31.0	31.9	33 4	34.7	35 0	35.2	35.2
Queen Anne	26.8	27.5	27.8	27 8	27.8	28.9	27.1	27.1	25.6	28.9
Depot Street	----	32.7	36.8	38.9	40.1	41.2	42.0	42.6	43.0	32.8
Night School	----	42.2	34.1	30.8	34.8	35.1	34.1	24.3	34.0	52.4
High School	51.1	51.8	51.2	51.5	49.9	49 4	48.6	47.6	46.5	45.8
Total	39.7	39.4	40.9	42.3	42.8	43.1	42.5	41.9	41.7	41.7

Table VIII.

Summary of Attendance for Each School Month

MONTH	Original Entries	Transfer Entries	Re-entered	Left by Transfer	Left by Withdrawal	No. Belonging at Date	Average No. Belonging	Average Daily Attendance	Cases of Tardiness	Per Cent. of Attendance.	Per Cent. of Punctuality	No. of School Rooms	Average No. of Pupils in each Room.
September	4852	371	34	409	165	4683	4438.9	4290.8	335	96.0	99.6	105	39.7
October	5198	808	167	848	486	4839	4752.3	4561.9	686	95.8	99 5	111	39.4
November	5462	989	331	1012	815	4955	4960.7	4671.7	1140	94 3	99 3	114	43.6
December	5552	1052	484	1066	1272	4750	4832.6	4616.1	1612	93 7	99.3	114	42.3
January	5783	1254	905	1260	1847	4835	4883.8	4606.1	2073	93.1	99 1	114	42.8
February	6077	1531	1204	1557	2333	4922	5136 4	4795.0	2571	92 9	99.4	119	43.1
March	6204	1613	1464	1578	2804	4899	5063 6	4794.8	3019	93.0	99.5	119	42.5
April	6336	1715	1705	1713	3278	4765	5001.6	4718.8	3509	93.0	99.4	119	41.9
May	6397	1786	1924	1796	3749	4562	4970.2	4679.0	3902	92.4	99.1	119	41.7
June	6417	1803	2076	1810	4208	4278	4964 9	4667.4	4196	92.8	99.4	119	41.7

Table IX.

Summary of Attendance for the Current Year, from the First Day of the First Month, September 8, 1891, to the Last Day of the Tenth Month, June 24, 1892.

Schools	Original Entries	Transfer Entries	Re entered	Left by Transfer	Left by Withdrawal	No. belonging at date	Average No. Belonging	Average Daily Attendance	Cases of Tardiness	Per Cent. of Attendance	Per Cent. of Punctuality	No. of School Rooms	Average No. of Pupils in each Room
Central	1038	410	244	471	553	668	764.2	722.6	344	95.1	99.8	17	44.9
Columbia	328	86	105	51	203	265	264.8	247.8	173	93.6	99.8	6	44.1
Denny	1043	183	309	159	644	732	852.0	809.4	481	95.0	99.8	20	42.6
Mercer	685	143	298	116	509	501	552.9	525.8	394	95.2	99 7	13	42.5
T. T. Minor	560	200	245	224	424	357	417.7	386.8	607	92.5	99.5	11	37.9
South	941	285	308	335	647	552	719.7	684.3	370	94.0	99.4	16	44.9
Rainier	502	177	173	152	322	378	415.6	388.9	441	93.6	99.6	10	41.5
Olympic	168	74	85	55	140	132	147.7	136.6	84	93 7	99.8	4	36.9
Head of Bay	52	0	10	3	22	37	33.4	31.7	43	94.9	99.6	1	33.4
B. F. Day	257	60	89	66	155	185	199 4	189.0	279	94.7	99.6	5	39.8
Latona	177	88	52	90	114	113	146 3	134.2	160	91.0	99.0	4	34.5
Salmon Bay	64	3	25	19	46	27	33.8	32.6	30	96.4	99.7	1	33.8
Ross	41	11	22	3	40	31	33.6	31.7	13	94.1	99.8	1	33.6
Green Lake	36	8	5	2	11	36	35.2	33.6	53	95.1	99.4	1	35.2
Queen Anne	72	20	21	36	37	40	57.8	48.3	75	94.1	99.5	2	28.9
Depot Street	33	32	25	3	46	41	42.8	39.4	85	92.1	99.3	1	42.8
Night School	193	23	46	21	211	30	64.8	46.2	146	70.9	97.9	2	32.4
High School	227	0	14	4	84	153	183.2	175.5	418	95.7	99.3	*4	45.8
Total	6417	1803	2076	1810	4208	4278	4964.9	4667.4	4196	92.8	99.4	119	41.7

*Four Grades.

Table X.

SCHOOLS	*Number Pupils Promoted in Each Grade.*										*Number of Pupils not Promoted.*									
	1st	Int.	2nd	3rd	4th	5th	6th	7th	8th	Total	1st	Int.	2nd	3rd	4th	5th	6th	7th	8th	Total
Central	93	----	142	91	73	93	61	31	25	609	25	----	18	13	9	3	7	2	5	82
Columbia	69	28	28	20	30	26	12	8	----	221	9	6	9	13	4	2	1	----	----	44
Denny	116	33	95	112	90	86	30	21	32	615	48	4	14	13	18	14	1	3	10	125
Mercer	103	38	70	63	39	57	30	16	22	438	28	----	13	11	7	11	4	2	7	83
T. T. Minor	87	37	37	65	26	35	25	12	16	340	6	----	1	1	3	1	---	2	3	17
South	81	----	87	59	72	58	35	27	20	439	88	----	16	25	18	14	---	1	4	166
Rainier	95	----	86	76	62	53	26	15	22	435	11	----	15	15	9	10	4	---	----	64
Head of Bay	7	----	13	10	----	----	----	----	----	30	----	----	----	----	----	----	----	----	----	----
Day	31	----	19	18	11	31	24	----	----	134	12	----	17	9	5	6	2	----	----	51
Latona	36	18	15	16	15	8	3	1	----	112	11	5	4	17	7	8	13	6	----	71
Salmon Bay	10	----	6	3	5	----	----	----	----	24	4	----	----	----	----	----	----	----	----	4
Ross	9	----	8	6	4	----	----	----	----	27	2	----	1	1	----	----	----	----	----	4
Green Lake	12	----	7	10	----	----	----	--	----	------	----	----	2	5	----	----	----	----	----	----
Total	749	154	613	549	427	447	246	131	137	3424	244	15	110	123	80	69	32	16	29	711

Table XI.

Number of Pupils Enrolled at Different Ages.

Schools	6			7			8			9			10			11			12			13		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Central	53	56	109	52	56	108	66	54	120	69	43	112	59	55	114	67	55	122	48	51	99	43	46	89
*Columbia	30	33	63	23	11	34	23	20	43	20	16	36	12	12	24	18	17	35	19	17	36	14	14	28
Denny	72	58	130	62	57	119	53	71	124	72	49	121	52	61	113	54	61	115	42	50	92	38	43	81
†Mercer	38	46	84	39	48	87	46	38	84	26	30	56	39	43	82	31	33	64	26	38	64	24	46	70
T. T. Minor	43	45	88	41	32	73	36	30	66	26	28	54	22	34	56	27	25	52	34	25	59	24	26	50
South	87	86	173	47	42	89	36	38	74	60	47	107	51	40	91	58	34	92	44	57	101	35	39	74
‡Rainier	?	?	99	---	---	70	---	---	68	---	---	83	---	---	80	---	---	79	---	---	54	---	---	58
Head of Bay	8	8	16	1	1	2	3	8	11	5	5	10	2	2	4	1	2	3	4	0	4	1	0	1
Day	15	16	31	19	15	34	11	20	31	14	18	32	17	11	28	16	17	33	11	13	24	11	8	19
Latona	14	14	28	7	14	21	16	15	31	4	12	16	9	9	18	7	10	17	9	7	16	7	8	15
Salmon Bay	7	5	12	6	3	9	2	5	7	5	4	9	4	1	5	3	1	4	2	5	7	1	2	3
Ross	6	2	8	5	8	13	6	2	8	3	2	5	3	3	6	0	1	1	---	---	---	---	---	---
Green Lake	4	5	9	3	3	6	2	3	5	3	5	8	3	4	7	1	0	1	2	2	4	0	1	1
High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Night	---	---	---	---	---	---	---	---	---	---	---	---	1	0	1	1	0	1	3	0	3	4	0	4
Total	377	374	850	305	290	665	298	301	667	304	254	641	274	275	629	284	256	619	244	265	563	202	233	493

Table XI.—Continued

Number of Pupils Enrolled at Different Ages.

Schools	14			15			16			17			18			19			20			21			Over 21
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	T
Central	37	47	84	22	22	44	11	17	28	5	1	6	1	1	2	---	---	---	0	1	1	---	---	---	------
*Columbia	7	13	20	5	0	5	2	0	2	---	---	---	1	0	1	1	0	1	---	---	---	---	---	---	------
Denny	41	36	77	18	21	39	14	7	21	3	5	8	0	1	1	1	0	1	1	0	1	0	1	1	------
†Mercer	26	22	48	10	11	21	12	15	27	1	2	3	2	1	3	---	---	---	---	---	---	---	---	---	------
T. T. Minor	16	25	41	15	10	25	5	5	10	2	2	4	2	1	3	---	---	---	---	---	---	---	---	---	------
South	36	34	70	17	17	34	10	9	19	6	4	10	2	0	2	---	---	---	---	---	---	---	---	---	------
‡Rainier	---	---	37	---	---	19	---	---	15	---	---	6	---	---	2	---	---	---	---	---	---	---	---	---	------
Head of Bay	---	---	---	1	0	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	------
Day	8	10	18	7	4	11	3	3	6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	------
Latona	5	4	9	5	1	8	1	2	3	---	---	---	1	0	1	---	---	---	---	---	---	---	---	---	------
Salmon Bay	3	2	5	1	1	2	---	---	---	1	0	1	---	---	---	---	---	---	---	---	---	---	---	---	------
Ross	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	------
Green Lake	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	------
High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	------
Night School	15	0	15	15	1	16	14	0	14	14	1	15	7	0	7	6	0	6	2	1	3	3	0	3	13
Total	194	193	424	116	90	225	72	58	145	32	15	53	16	4	22	8	0	8	3	2	5	3	1	4	13

* Includes Depot Street. † Includes Queen Anne. ‡ Includes Olympic. § Failure of Principal to report.

Table XII.

Average Age of Pupils in the Several Grades.

SCHOOLS	1st			Int.			2nd			3rd			4th		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
*Central	6.7	6.1	6.4	------	------	------	8.2	8.1	8.1	10.0	10.0	10.0	10.9	11.3	11.1
Columbia	7.0	7.2	7.1	7.5	8.0	7.7	9.0	9.0	9.0	11.6	10.1	10.8	12.0	11.5	11.7
Denny	6.6	6.5	6.5	8.0	7.5	7.7	8.8	8.5	8.7	10.6	9.7	10.1	11.2	11.0	11.0
Mercer	6.5	6.6	6.6	8.3	7.9	8.1	9.1	9.1	9.1	10.1	10.5	10.3	11.4	11.1	11.2
T. T. Minor	7.0	7.1	7.0	7.2	7.9	7.5	8.5	8.5	8.5	10.4	9.8	10.1	12.4	11.1	11.8
*South	6.5	6.8	6.6	------	------	------	8.6	8.4	8.5	9.4	9.5	9.4	11.6	11.2	11.4
*Rainier	6.6	6.5	6.5	------	------	------	9.3	9.0	9.1	10.3	9.5	9.9	11.2	11.5	11.3
Head of Bay	6.6	6.5	6.5	------	------	------	8.5	8.0	8.2	11.4	9.2	10.3	------	------	------
Day	7.3	7.0	7.2	------	------	------	8.5	8.2	8.3	10.7	10.0	10.3	12.3	11.4	11.8
Latona	7.0	6.7	6.8	8.3	8.1	8.2	9.1	9.1	9.1	10.8	10.1	10.4	11.8	11.3	11.5
Salmon Bay	6.8	6.5	6.6	------	------	------	8.5	8.5	8.5	10.4	10.0	10.4	11.0	10.5	10.7
Ross	7.0	9.0	8.0	------	------	------	8.1	7.8	7.9	9.6	8.8	9.2	11.2	11.2	11.2
†Green Lake	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
‡Night School	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Total	6.8	6.8	6.8	7.8	7.8	7.8	8.6	8.5	8.5	10.4	9.7	10.0	11.5	11.1	11.3

Table XIII.

Number of Pupils Enrolled in Each Grade.

SCHOOLS	1st			Int.			2nd			3rd			4th		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
*Central	104	116	220	------	------	------	103	77	180	92	84	176	84	61	145
Columbia	49	45	94	27	13	40	20	19	39	20	22	42	26	22	48
Denny	135	105	240	32	28	60	79	74	153	71	94	165	76	62	138
Mercer	71	86	157	37	34	71	53	54	107	43	49	92	20	37	57
T. T. Minor	58	65	123	39	27	66	24	30	54	65	53	118	32	26	58
*South	116	102	218	------	------	------	109	92	201	77	49	126	78	58	136
*Rainier	94	72	166	------	------	------	61	53	114	61	64	125	44	46	90
Head of Bay	11	9	20	0	0	0	6	12	18	9	5	14	------	------	------
Day	37	31	68	0	0	0	19	22	41	24	21	45	9	15	24
Latona	24	23	47	8	15	23	10	9	19	12	21	33	13	9	22
Salmon Bay	13	6	19	0	0	0	5	6	11	5	6	11	4	5	9
Ross	11	5	16	0	0	0	9	6	15	4	6	10	------	------	------
†Night School	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Green Lake	9	6	15	------	------	------	6	2	8	9	4	13	------	------	------
Total	732	671	1403	143	117	260	504	456	960	492	478	970	386	341	727

Table XIII.—Continued

Number of Pupils Enrolled in Each Grade.

SCHOOLS	5th			6th			7th			8th			REMARKS
	B	G	T	B	G	T	B	G	T	B	G	T	
*Central	65	68	133	42	49	91	22	25	47	23	23	46	
Columbia	19	11	30	9	13	22	5	8	13				Includes Depot St.
Denny	59	71	130	24	45	69	18	19	37	28	23	51	
Mercer	52	46	98	12	29	41	10	16	26	20	16	36	Incl's Queen Anne
T. T. Minor	37	26	63	19	23	42	10	8	18	9	15	24	
*South	47	48	95	33	39	72	20	27	47	22	24	46	
*Rainier	32	47	79	23	29	52	5	16	21	10	16	26	Includes Olympia
Head of Bay													
Day	23	19	42	22	15	37							
Latona	10	6	16	9	7	16	2	5	7				
Salmon Bay	4	4	8										
Ross										4	2	6	
†Night School													
Green Lake													
Total	348	346	694	193	249	442	92	124	216	116	119	235	

*Principal did not report Intermediate Grade.

†Grammar Grades, B, 118; G, 12; T, 130. Primary Grades, B, 53; G, 10; T, 63. Both totals, B, 171; G, 22; T, 193.

Table XIV.

Number of Pupils Belonging at Date in Each Grade.

SCHOOLS	1st			Int.			2nd			3rd			4th		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
*Central	55	61	116	------	------	------	78	78	156	49	53	102	47	35	82
Columbia	43	35	78	24	10	34	19	18	37	16	17	33	15	19	34
Denny	92	71	163	24	11	35	58	50	108	49	76	125	58	49	107
Mercer	69	62	131	20	19	39	43	39	82	33	39	72	19	21	40
T. T. Minor	43	50	93	22	15	37	15	23	38	37	29	66	14	15	29
*South	89	82	171	------	------	------	59	48	107	48	42	90	43	47	90
*Rainier	68	55	123	------	------	------	49	51	100	44	45	89	37	34	71
Head of Bay	7	7	14	------	------	------	4	9	13	5	5	10	------	------	------
Day	22	21	43	------	------	------	18	18	36	15	12	27	7	9	16
Latona	19	18	37	7	11	18	8	8	16	6	14	20	7	9	16
Salmon Bay	6	4	10	------	------	------	2	4	6	5	0	5	1	5	6
Ross	10	1	11	------	------	------	6	3	9	5	2	7	0	4	4
†Night School	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
‡Green Lake	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Total	523	467	990	97	66	163	359	349	708	312	324	646	248	247	495

Table XIV.—Continued

Number of Pupils Belonging at Date in Each Grade.

SCHOOLS	5th			6th			7th			8th			REMARKS
	B	G	T	B	G	T	B	G	T	B	G	T	
*Central	45	40	85	31	36	67	15	18	33	12	18	30	
Columbia	15	13	28	5	8	13	4	4	8				Includes Depot St.
Denny	45	52	97	9	22	31	8	16	24	21	21	42	
Mercer	39	29	68	11	10	30	6	12	18	11	13	24	Incl's Queen Anne
T. T. Minor	16	20	36	12	13	25	7	7	14	6	13	19	
*South	33	39	72	15	21	36	7	18	25	14	10	24	
*Rainier	24	39	63	14	16	30	4	11	15	7	15	22	Includes Olympic
Head of Bay													
Day	17	20	37	16	10	26							
Latona	5	2	7	3	2	5	0	2	2				
Salmon Bay													
Ross													
†Night School													
‡Green Lake													
Total	239	254	493	116	147	263	51	88	139	71	90	161	

*Principal did not report for Intermediate Grade.

†Grammar Grades, B 8, G 0, T 8. Primary, B 19, G 3, T 22. Both totals, B 27, G 3, T 30.

‡No report.

Table XV.

Number of Deaths and Cause of Each.

Schools	Diptheria	Accidental Death	Heart Disease	Fever	Spinal Meningitis	Croup	Diabetes	Inflammation	Consumption	Total
Central	1	1	1	----	----	----	----	----	----	3
Columbia	----	----	----	1	----	----	----	----	----	1
Denny	----	1	----	1	----	----	----	----	----	2
Mercer	----	----	----	1	1	----	----	----	----	2
T. T. Minor	----	2	----	----	----	----	----	----	----	2
South	----	2	----	----	----	1	1	----	----	4
Rainier	----	1	----	1	----	----	----	1	----	3
Latona	----	----	----	----	----	----	----	----	1	1
Salmon Bay	----	----	----	1	----	----	----	----	----	1
Total	1	7	1	5	1	1	1	1	1	19

Table XVI.

Birth Places of Pupils—Classified by States and Countries.

Alabama	3	Louisana	9	Ohio	119
Alaska	1	Maine	58	Oregon	176
Arizona	8	Maryland	9	Pennsylvania	122
Arkansas	17	Massachusetts	48	Rhode Island	14
California	316	Michigan	190	South Carolina	1
Colorado	60	Minnesota	305	South Dakota	72
Connecticut	14	Mississippi	11	Tennessee	17
Delaware	5	Missouri	129	Texas	66
Florida	5	Montana	42	Utah	21
Georgia	5	Nebraska	135	Vermont	16
Idaho	19	Nevada	45	Virginia	15
Illinois	204	New Hampshire	19	Washington	774
Indiana	72	New Jersey	16	West Virginia	6
Iowa	240	New York	154	Wyoming	11
Indian Terr.	3	North Carolina	6	Wisconsin	130
Kansas	243	North Dakota	79	Dist. of Columbia	7
Kentucky	12	New Mexico	4		

FOREIGN BORN

Australia	2	Iceland	2	New Brunswick	4
Austria	3	Italy	3	New Zealand	5
Belgium	2	Ireland	24	Prussia	1
British Columbia	1	India	5	Russia	10
Canada	236	Japan	6	Scotland	19
Denmark	24	Liberia	1	Sweden	39
England	80	Mexico	1	Sandwich Isles	3
France	5	Norway	56	Wales	21
Germany	75	Nova Scotia	1	Unknown	168

Table XVII.

Occupation of Parents of Pupils.

Agents	31	Fishermen	3	Painters	66
Asst. Postmaster	1	Foremen	4	Postmasters	5
Assayer	1	Freight Agts.	3	Plasterers	18
Architects	12	Gardners	21	Physicians	36
Artist	1	Gripmen	11	Paper Hangers	5
Actor	1	Govt. Officials	7	Photographers	6
Assessors	2	Hotel keepers	13	Policemen	34
Alderman	1	House keepers	29	Plumber	26
Bakers	29	Harness makers	4	Paint maker	1
Bankers	17	House movers	2	Potter maker	1
Barbers	36	Hair dresser	1	Pattern makers	2
Bookkeepers	32	Hardware	4	Prospectors	3
Blacksmiths	52	Insurance	40	Pilots	2
Brokers	14	Iron workers	5	Reporters	5
Butchers	42	Inspectors hulls	3	Real estate	113
Brewers	3	Inspectors cars	2	Ranchers	11
Bar-tenders	6	Inspector	1	Restauraut	8
Boiler makers	9	Jewelers	17	R. R. employees	31
Basket maker	1	Judges	2	Retired	12
Boat builders	12	Janitors	7	Stenographer	1
Boarding house	8	Journalists	4	Supt. Gas Works	3
Contractors	92	Lawyers	71	Surveyors	10
Carpenters	466	Liverymen	15	Seamstresses	2
Cooper	1	Locksmiths	4	Shoemakers	19
Capitalists	58	Laundrymen	17	Sailor	9
Cooks	11	Lecturers	2	Servant	1
Commrc'l traveler	6	Lumbermen	36	Shipbuilders	7
Civil engineers	4	Landlords	2	Sawyers	3
Confectioners	20	Loafer	1	Salvation Army	1
Charity	2	Lather	1	Salesmen	4
Copyists	3	Land locator	1	Steamboat men	5
Clerks	65	Loggers	13	Sailmaker	1
Conductors	12	Liquor dealers	60	School Supt.	2
Commission men	18	Librarians	2	Speculators	6
Cabinet makers	18	Lithographers	2	Solicitors	3
Captains	40	Lineman	1	Stationers	4
Candy maker	1	Land office	1	Sea officers	7
Carvers	2	Loan business	1	Ship brokers	3
Carpet cleaner	1	Masons	65	Stewards	2
Clergymen	30	Merchants	189	Saddler	1
Collector	1	Miners	41	Ticket agts.	7
Coppersmith	1	Mechanics	88	Tailors	43
Druggists	30	Millers	11	Tinners	7
Dairymen	11	Millmen	12	Teamsters	76
Dentists	18	Music teachers	11	Teachers	10
Dressmakers	30	Machinists	42	Telegraph Optrs.	3
Dyer	1	Moulders	2	Transfer Co.	1
Deliverymen	2	Motormen	11	Tobacconist	1
Day laborers	497	Musicians	8	Tanners	2
Designer	1	Manufacturers	6	Undertakers	4
Draymen	4	Millinery	6	Watchmen	7
Engineers	77	Millwrights	1	Well diggers	6
Electricians	10	Mover of Bldgs	1	Wheel wrights	4
Editors	15	Managers	3	Wood dealers	7
Expressmen	24	Nurses	4	Widows	6
Employm't offices	1	Officials	39	Washwomen	3
Farmers	133	Operators	3	Wire maker	1
Firemen	28	Printers	27	Wagon maker	1
		Unclassified	184		

Table XVIII.

Number of Colored Pupils in Each Grade.

Schools	1st	Int.	2nd	3rd	4th	5th	6th	7th	8 th
Central	1	----	1	1	2	1	1	----	1
Denny	1	1	1	----	2	----	----	----	----
T. T. Minor	----	----	1	----	----	1	----	1	----
South	----	----	2	----	----	---	----	----	----
Night School	----	----	----	3	----	----	----	----	----
Rainier	----	----	----	----	1	----	----	----	----
Total	2	1	5	4	5	2	1	1	1

Table XIX.

HIGH SCHOOL STATISTICS

Average Number of Pupils Enrolled at Different Ages.

13			14			15			16			17		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
4	3	7	15	17	32	23	38	61	19	48	65	11	22	33
18			**19**			**20**			**21**			**22**		
8	5	13	6	1	7	1	1	2	0	0	0	1	0	1

	First Year			Second Year			Juniors			Seniors		
Average age of pupils in each grade	15.9	15.9	15.9	16.8	16.2	16.5	16.1	16.8	16 4	19.0	17.2	18.1
Number of pupils enrolled	52	72	124	20	42	62	14	10	24	2	9	11
Pupils belonging at date	35	51	86	14	30	44	10	7	17	2	8	10
Number of pupils promoted	21	39	60	9	25	34	6	5	11	*2	*8	*10
Number of pupils not promoted	15	11	26	5	5	10	4	2	6	0	0	0

*Graduated.

COLUMBIA SCHOOL

Table XX.

Summary of Attendance by Departments.

SCHOOLS	Registered by Departments		Average No. Belonging		Average Daily Attendance		Per cent. of Attendance		Cases of Tardiness		No. Belonging at Date	
	Grammar	Primary	Grammar	Primary	Grammar	Primary	Grammar	Primary	Grammar	Primary	Grammar	Primary
Central	317	721	256.5	507.7	243.1	479.5	95.3	94.9	60	284	216	452
Columbia	65	296	51.9	307.6	48.8	238.4	94.0	93.4	6	252	49	257
Denny	287	756	234.3	617.6	225.0	584.4	96.2	93.8	60	421	294	438
Mercer	201	556	159.5	600.7	150.9	423.2	95.6	94.8	75	494	137	404
T. T. Minor	149	411	114.3	303.4	105.7	281.1	93.1	92.0	62	545	94	263
South	260	681	196.1	523.6	186.2	498.1	94.9	93.1	50	320	139	413
Rainier	175	495	146.8	416.5	138.6	389.9	97.3	89.9	48	477	130	380
Head of Bay	------	52	------	33.4	------	31.7	------	94.9	------	43	------	37
B. F. Day	79	178	64.5	134.9	60.7	128.3	94.2	95.2	113	166	63	122
Latona	39	138	25.2	121.1	23.2	111.0	92.0	90.0	11	149	14	99
Salmon Bay	------	64	------	33.8	------	32.6	------	96.4	------	30	------	27
Ross	------	41	------	33.6	------	31.7	------	94.1	------	13	------	31
Green Lake	------	36	------	35.2	------	33.6	------	95.1	------	53	------	36
Night School	130	63	35.8	29.0	23.1	23.0	64.6	77.2	77	69	8	22
Totals	1702	4488	1284.9	3496.8	1205.3	3286.6	91.7	92.5	562	3216	1144	2981

Table XXI.

List of Pupils Promoted to the High School.

CENTRAL SCHOOL.

Walter Allen, Tracy James, Mabel Fisken, Claude Meldrum, Minnie Anderson, Lottie Holmes, Julia Rosenthal, Helen Matson, Jo Ridgway, Jennie Lynch, Emma Brooks, Alice Allen, Hattie Edmiston, Jennie Johnson, Allie Poole, Dora Scott, Lulu McCarney, Lewis Boylan, Frank Calvert, Albert Dunham, Willie Ruth, Fred Raymond, Otto Reinig, Leonard Kidd, Pearl Taylor.

DENNY SCHOOL.

Herman Ames, Clarence Bushnell, Charles Bryant, Estella Cole, Clifton Culver, Rosalie DeWolfe, Lizzie Eustis, Winona Godfrey, Mary D. Hay, Grace Haven, Nellie Huckins, Alberta Jones, Alva Jones, Arthur Keniston, Albert Koch, Annie Loree, Lillie Lane, William Morphy, Aggie McGrath, Anna Myhre, Minnie Newman, Della Parker, Grace Pike, Gertrude Paige, Leonard Pickard, Mary Stetson, Herman Schroeder, Annie Stokke, Ernest Schroeder, John Skinner, Kate Woodward, Henry Yandall.

MERCER SCHOOL.

Roy Benjamin, Myron Chandler, Roy Darlington, Thos. Ferguson, Maurice Hartnett, Edwin James, Leslie Lynch, Oscar Lee, Geo. Maggs, Paul Range, Bessie Bronson, Bertha Crockett, Minnie Cunningham, Mexie King, Ella Morgan, Nellie Sorenson, Viola Startup, Mable Ward, Annie Saunders, Irene Smith, Luty James.

T. T. MINOR SCHOOL.

Lillian Reynolds, Grace Thompson, Ilda Thedinga, Laura Cade, Agnes Peterson, Mamie Spencer, Adelia Boyd, Bessie Fernandis, Addie Waite, Blanche Waite, Ellen Morrison, Martha Onsum, Edward Garrett, Sanford Marshall, Rufus Clark, John Blakeney.

SOUTH SCHOOL.

Mable Houts, Clara McMaster, Gertie Butler, Harry Crawford, Carrie Costopech, Lulu Boyd, Frank Frink, Frank Mallory, Alice Algar, Roy Kellogg, Anna Wood, Eugene Gould, Lila White, Emerson Wakefield, Fred Wood, John Boyd, Miriam Goodman, Jintar Yamaguchi, Beatrice Adams, Harry Allen.

RAINIER SCHOOL.

Willie Allen, Willie Castle, Fred Hicks, George Hildebrandt, Louis A. H. Kling, Dwight Stratton, George Schertzer, Maggie Sutton, Annie Schaller, Mamie Long, Helen Friend, Kate Burgess, Madge Corey, Jennie Copp, Jessie Esplin, Estella Gray, Jennie Inglis, Lottie Herring, Kate Holmes, Ida Haynes, Kittie Watson, Elsie Winstone.

Table XXII.

List of Teachers Employed for 1891-1892.

CENTRAL SCHOOL.

NAME.	GRADE.	WHERE EDUCATED.	Time Taught in Seattle.	Time Taught Outside Seattle.	Salary per Month.	Kind of Certificate.	Time Taught during Year.	Time Taught by Substitute.	Amount of Salary received.
P. C. Richardson	Prin.	Wooster University and Williams College	3 yrs.	10	$180	3 yrs.	192	0	$1,800 00
Jennie C. Lombard	Ass't	St. Helen's Hall, Portland, Ore.	8 "	4	100	3 "	190	0	1,000 00
Tillie J. Piper	7th	State University of Washington	10 "	0	85	5 "	187	5	850 00
Belle Orr	6th	Edinboro State Normal	3 "	8	80	3 "	182	10	800 00
Sade E. Young	6th	Burlington Normal and Training School	2⅔ "	10	80	2 "	192	0	800 00
Anna M. Young	5th	Burlington Normal and Training School	1½ "	5	75	3 "	192	0	750 00
Hattie A. Kellam	5th	Potsdam Normal School	3 "	3	80	5 "	182	10	800 00
Adelaide L. Pollock	4th	San Jose Normal and Notre Dame College	3½ "	2	80	Life.	192	0	800 00
Helen G. De Voe	4th	Private study entirely	4¾ "	1¾	85	2 yrs.	192	0	850 00
May G. Willard	3rd	High School and Winona Normal	3 "	2	80	3 "	192	0	800 00
Lelia J. Chisholm	3rd	Machias High School and Wash. Academy	4½ "	3½	85	3 "	189	3	850 00
Alice Hitchings	2d Int.	Wisconsin State Normal	2 "	10	75	3 "	187	5	750 00
Lillian Nash	2nd	Peoria High School	½ "	3	70	0 "	56	2	210 00
Allie H. Carter	2nd	Darien High School	1⅓ "	6	75	2 "	131	0	525 00
Grace S. Hughes	2nd	San Francisco Public Schools	2⅔ "	2⅔	75	2 "	192	0	750 00
Helen L. Pearce	2nd	Lowell High School	15 "	1	85	3 "	192	0	850 00
Agnes V. Scheffer	1st Int	Normal Collegiate Institute	½ "	10	70	2 "	96	0	350 00
Ada E. Core	1st	Illinois Normal and Ward's Sem'y, Tenn.	2 "	6½	75	5 "	192	0	750 00
Mary E. Robeson	1st	Training School, Reading, Pa., High Sch'l	4 "	½	85	2 "	192	0	850 00

HIGH SCHOOL.

John W. Heston	Prin.	Pennsylvania State College	2 yrs.	16	$225	2 yrs.	192	0	$2,250 00
Emma A. Shumway	Ass't	Mt. Holyoke Seminary	8 "	9	100	Life.	192	0	1,000 00
Mary Shumway	"	Mt. Holyoke Seminary	1⅓ "	6	100	3 yrs.	192	0	1,000 00
Ella J. Caughey	"	Illinois State Normal	3⅙ "	4	100	3 "	192	0	1,000 00
Alice U. Miller	"	New York Public Schools	3 "	6	100	Life.	192	0	1,000 00
Christiana S. Hyatt	"	St. Louis Normal School	2 "	17	100	3 yrs.	192	0	1,000 00
Geo. C. McKee	"	Pennsylvania State College	2 "	6	125	3 "	192	0	1,250 00

DENNY SCHOOL.

O. S. Jones	Prin.	Cal. St. Nor., Wis. Pub. S'l, Weslyan Sem.	14⅓ yrs.	3⅓	$180	Life.	192	0	$1,800 00
F. E. Nickels	8th	Illinois Schools and Washington Univ'ty	10½ "	2	100	"	84	108	435 00
Minta Foster	7th	Private Schools, Mo.	7 "	16	83	"	191	0	845 75
Ellen N. Evers	6th	Iowa State Normal	3 "	3	80	5 yrs.	192	0	800 00
Emma Hegardt	5th	Ypsilanti State Normal	2 "	2	75	3 "	192	0	750 00
Jennie A. Smith	5th	Rochester Seminary, New York	1½ "	2½	75	2 "	192	0	750 00
Sarah Cameron	5th	Potsdam State Normal	1½ "	3	70	3 "	192	0	700 00
Marie Hegardt	4th	Calumet, Michigan	3 "	6	80	2 "	190	2	800 00
Linnie Moberg	4th	Galesburg High School	3½ "	7½	80	2 "	186	6	795 75
Flora Parsons	4th	Washington University	8 "	4	85	Life.	192	0	850 00
Kate S. Hopkins	3rd	New Brunswick Normal School	3 "	13	80	2 yrs.	189½	1½	800 00
M. Estelle Barnes	3rd	Wisconsin State University	4 "	6	85	2 "	192	0	850 00
Carrie E. Goodell	3rd	Wyoming Seminary, Penn.	1⅔ "	4⅓	75	2 "	192	0	750 00
Hettie L. Green	2nd	Washington University	4 "	4½	85	3 "	190	2	850 00
Abbie S. Jones	2nd	San Jose Pub. Schools, Cal. State Normal	5 "	5	85	3 "	192	0	850 00
Grace E. Albright	2nd	Fort Madison Academy	3 "	3	80	2 "	179½	10½	800 00
Anna Reid	2d Int.	Illinois State Normal	1 "	6	70	3 "	189	3	700 00
M. Kate Bigham	1st	" " "	3 "	4	80	3 "	192	0	800 00
Ellen Reid	1st	" " "	3 "	1	80	3 "	192	0	800 00
Mary E. Smith	1st	Pennsylvania State Normal	1⅔ "	7	75	3 "	192	0	750 00
Antoinette Williams	1st Int	Kansas State Normal and University	7-10 "	11	70	5 "	96	0	350 00

SOUTH SCHOOL.

John D. Atkinson	Prin.	Waynesburgh College, Pennsylvania	3½ yrs.	8½	$180	2 yrs.	192	0	$1,800 00
Lillie P. White	8th	Lincoln University, Illinois	4 "	8	100	3 "	192	0	1,000 00
Mary E. Hyde	7th	Mansfield High School	3 "	10⅔	80	2 "	177	15	800 00
Edna Le Roy	6th	Pontiac High School	2 "	20	75	2 "	192	0	750 00
Martha Mikkelsen	6th	Mankato State Normal	2 "	10	75	Life.	192	0	750 00
Harriet McCulloch	5th	Rockford Seminary	3 "	25	80	"	187	5	800 00
Katherine D. Beman	4th	Winona State Normal	2½ "	3	80	5 yrs.	192	0	800 00
Martha I. Steele	4th	" " "	3 "	3½	80	3 "	184	8	800 00
Lottie Blum	3rd	Peoria State Normal	3 "	9	80	Life.	192	0	800 00
Florence Stowell	3rd	Seattle High School	4 "	0	80	2 yrs.	172	0	800 00
Stella L. Goodspeed	2nd	Iowa State College	1½ "	10	70	2 "	192	0	700 00
May H. Kennedy	2nd	Oshkosh Normal	2 "	10	75	2 "	184	8	750 00
Anna A. Coffin	2d Int.	Oregon State University	1½ "	6	70	2 "	187	5	700 00
Elizabeth Atkinson	1st	Peoria State Normal	1½ "	3	70	2 "	192	0	700 00
Emma C. Nevin	1st	Indiana State Normal	3 "	3	80	2 "	192	0	800 00
Alice Staempfli	1st	Seattle High School	1 "	1	70	2 "	172	0	630 00
Meda Carr	1st Int	Edinboro Normal	½ "	3	70	2 "	100	0	350 00

MERCER SCHOOL.

Chas. Fagan	Prin.	Northern Indiana Normal School	2 yrs.	10	$150	3 yrs.	192	0	$1,500 00
Harriet F. Flower	7 & 8	Potsdam Normal, N. Y.	2 "	2	75	3 "	192	0	750 00
Ida Scofield	6th	Bay City High School, Mich	2 "	8	75	2 "	187	0	732 00
Anna M. Brown	5th	Red Wing, Minn., High School	1 "	11	70	2 "	185	7	700 00
Harriet Bishop	5th	Oswego Normal, N. Y.	2 "	10	75	3 "	190	2	750 00
M. K. Schlegel	4th	Normal School, Neb.	1½ "	3	80	2 "	191	1	800 00
Nellie Stevens	3rd	Hazel Dell Academy, Iowa	2½ "	7	75	2 "	182	10	750 00
Lulu Thompson	3rd	State University, Washington	2 "	4	75	3 "	192	0	750 00
Jennie Carr	2nd	American Kindergarten, N. Y.	3¼ "	2¼	80	2 "	190	2	800 00
Henrietta Eisenbeis	2nd	Normal Academy, Washington	2 "	4	75	2 "	191	1	750 00

Carrie A. Bigham	Int.	Chattsworth High School, Ill.	1 yr.	8	$70	3 yrs.	182	10	$700 00
Lizzie G. Hill	1st	Mt. Holyoke Seminary	2½ "	3½	80	3 "	192	0	800 00
Rose Hegardt	1st	Calumet Normal Training, Mich.	2 "	2	75	3 "	177	15	750 00
Edith Thornton	1st	California Public Schools	½ "	3	70	2 "	99	1	350 00
Susie A. Thompson	2 & 4	Mankato Normal, Minn.	1 "	1	70	3 "	191	1	700 00
Genevieve Thompson	1st	" " "	1 "	2	70	3 "	192	0	700 00
*Mary E. Brown	5th	Potsdam State Normal	1 9-10	2	80	3 "	75	0	320 00

*Resigned December 30, 1891.

RAINIER SCHOOL.

F. J. Brown	Prin.	High School, Academy, Western Col., Ia.	2 yrs.	10	$150	Life.	182	10	$1,500 00
Lizzie M. Brown	7 & 8	Indiana Normal, Penn.	2 9-10	10	80	"	192	0	800 00
Emma J. Anthony	6th	California High School and Ore. Normal	1 8-10	10	75	3 yrs.	183	9	750 00
Mary W. Amesbury	5th	San Francisco Normal	2 yrs.	2	75	2 "	180	12	750 00
Amanda J. Hildebrandt	5th	Wasco Academy	2 "	3	75	3 "	192	0	750 00
Clara K. Adams	4th	Sumner Normal	1½ "	5	70	2 "	190	0	700 00
Viola Hawkins	4th	Peru Normal, Nebr.	4 "	5	85	2 "	78	0	340 00
*Lillian E. Purdy	3rd	San Jose Normal	1 1-10	2½	70	3 "	114	0	420 00
Mattie E. Keene	3rd	Northfield Seminary	½ yrs.	7	70	2 "	58	0	210 00
†Josephine Rupert	2nd	Edinboro State Normal	1⅔ "	2⅓	75	3 "	104	11	450 00
Kate M. McCauley	2nd	Wyoming Seminary, Penn.	4-10 "	5	70	3 "	77	1	280 00
Louise Shepherd	Int.	Dundee Preparatory School, N. Y.	1 "	10	70	2 "	189	1	700 00
*Stella Machefert	1st	San Jose Normal	1 1-10	2½	70	3 "	114	0	420 00
Annie V. Bell	1st	California Normal, Penn.	½ yr.	5	70	3 "	96	0	350 00

*Resigned February 26, 1891. †Died in February.

OLYMPIC SCHOOL.

Lillian Burrows	4th	Public Schools, Indiana and Iowa	7 yrs.	0	$100	2 yrs.	143	49	$935 00
Lillian Snoke	3rd	Terre Haute Normal and High Sch'l, Ind.	2 "	3 mo.	75	2 "	190	2	750 00
Ella M. Peckham	2nd	Winona Normal	2 "	4	75	3 "	192	0	750 00
Ella M. Pixlee	1st	Carthage High School, Mo.	2 "	10	75	2 "	192	0	*794 25

*Extra Salary while acting as Vice Principal.

T. T. MINOR SCHOOL.

Edwin Twitmyer	Prin.	Franklin and Marshall College, Penn.	2 yrs.	12	$125	3 yrs.	189	0	$1,250 00
Esther Hyde	7th	Mansfield High School, Ohio	2 "	15	75	2 "	191	1	750 00
Ida A. Springstead	6th	Oswego Normal, N. Y.	3 "	4½	80	5 "	192	0	800 00
B. H. Breckenfeld	5th	Sacramento High School	2 "	4	75	3 "	172	20	750 00
Carrie H. Shumway	4th	Belchertown High School, Mass.	8 "	2⅔	85	3 "	192	0	850 00
Rachel Hyland	3rd	Strathroy Collegiate Institute, Canada	¼ "	¾	70	1 "	64	0	210 00
Emma L. Mastin	3rd	Oswego Normal	2 7-10	8	80	3 "	132	0	560 00
Isabelle Wallace	3rd	Muskegon Public Schools, Mich.	2½ yrs.	12	80	2 "	192	0	800 00
Mary L. Downie	2nd	Winchester Academy, Kan.	2 "	15	75	2 "	173	0	750 00
Lizzie Ament	Int.	Webster City High School	3 "	5	80	3 "	192	0	800 00
Marion M. Eastey	1st Int	Winona Schools, Minn.	1 "	12	70	2 "	170	3	644 50
Anna Leland Brown	1st	Valparaiso Normal, Ind.	1 "	4	70	1 "	191	1	700 00

COLUMBIA SCHOOL.

Earl S. Peet	Prin.	Fredonia State Normal and Training Sch'l	2 yrs.	1½	$125	3 yrs.	192	0	$1,250 00
Martina Johnston	5, 6, 7	Lawrence University	4 "	17	85	5 "	186	6	850 00
Hattie Hamlin	4th	Chatfield Normal and Winona Normal	1½ "	2⅓	75	3 "	190	2	750 00
*Nellie Hamlin	3rd	" " " " "	3⅔ "	4	80	5 "	125½	66½	640 00
†Alice Leslie	3rd	Kalamazoo High School	3 3-10	22	70	2 "	66½	0	111 00
Leta Lodge	2nd	Boston University	1⅔ yrs.	1	75	2 "	189	3	750 00
Ida Hensleigh	2d Int	Morning Sun High School	2 "	4	75	2 "	192	0	750 00
Dora Schempp	1st	Reading High and Training Schools	2 "	3	75	2 "	186	4	750 00
Metta Armour	1st	Syracuse, N. Y., and Geneva College	1½ "	6	70	2 "	190	2	700 00

*Leave of Absence. †Filled Miss Hamlin's place.

LATONA SCHOOL.

Aug. Beacham	Prin.	Kan. State College and Northern Ind. Nor.	1 yr.	5	$90	5 yrs.	191	0	$900 00
Beatrice Evers	3 & 4	Iowa State Normal	1 "	2	70	5 "	116	0	420 00
Elinor A. Condon	2 & Int	Seattle Pub. Schools and San Fran. Nor.	1 "	1	70	2 "	188	3	689 50
Serena B. Marshall	1st	Des Moines High School	1 "	9	70	5 "	191	0	700 00

DAY SCHOOL.

T. P. Storey	Prin.	Olivet College and County Normals	1 yr.	12	$90	3 yrs.	192	0	$900 00
Mary F. Chase	5th	High School, Cedar Falls, Iowa	1 "	12	70	2 "	192	0	700 00
Agnes M. Goddard	3 & 4	St. University, Wash., Norton Acad'y Ia.	1½ "	1½	75	3 "	188	3	750 00
Alice A. Carter	2nd	Whitman College, State University Wash.	1 "	2	70	3 "	159	32	693 00
Vernette E. Allis	1st	New York Public Schools	4-5 "	3	70	2 "	160	0	560 00

GREEN LAKE SCHOOL.

Charlotte Rice	1, 2, 3	Bradford Academy, Mass.	1 yr.	1	$70	5 yrs.	143	2	$532 00

ROSS SCHOOL.

Carrie Blanche Lake	1, 4, In	Seattle High School	2 yrs.	2	$75	2 yrs.	190½	0	$750 00

SALMON BAY SCHOOL.

Sarah E. Page	1, 4, In	Eureka College, Ill.	1 3-5 yrs	12	$75	2 yrs.	192	0	$750 00

HEAD OF THE BAY SCHOOL.

W. G. McCarthy	1 & 3	Winona State Normal, Wash. St. Univ'ty	1 yr.	3	$70	5 yrs.	178	14	$651 00

RANDELL SCHOOL.

Mary S. Bruce	Prim.	Adrian High School, Priv. School, Detroit	1 3-5 yrs	15	$75	2 yrs.	184	8	$750 00

DENNY SCHOOL

NIGHT SCHOOL.

Earl S. Peet	Prin.	Cornell University and Fredonia Normal	2 yrs.	1½	$40	3 yrs.	159	0	$327 50
*Lillian Purdy	Prim.	San Jose Normal	1 1-10 "	2½	25, 30	3 "	64	0	66 25
†Rachel Hyland	Prim.	Strathroy Collegiate Institute, Canada	¼ "	¾	30	1 "	20	0	30 00
Alice Leslie	Prim.	Kalamazoo High School	½ "	22	30	2 "	59	0	90 00

*Res gn February 26, 1891. †Filled Miss Purdy's place for one month.

SUPERVISORS.

Emma S. Small	Dra ing	Maine State Normal, Boston Art School	2 yrs.	11	$105	------	192	0	$1,050 00
Anna Lee Goodrell	Phys. Cult.	Chautaqua, N. Y., Chicago Conservatory	1 "	2	105	------	192	0	1,050 00
Judson P. Wilson	Penm'ship	Colgate Academy, Utica Pen. Art School	1 "	10	105	Life.	192	0	1,050 00
Herman S. Sharpe	Music	Royal Music College, London	1 "	11	105	"	192	0	1,050 00

THE COURSE OF STUDY

No material changes have been made in the course of study during the year.

The work has not been carried out in all subjects in as thorough a manner as could be desired, owing to delays in securing those things necessary to successful work.

The coming year will find the schools much better supplied with apparatus and such aids as are necessary in developing the different lines of work. It should be clearly understood that the course of study is intended to be suggestive merely, and does not in any way interfere with the freedom of teachers.

In a large city school system it becomes an absolute necessity, though perhaps unfortunate, to preserve a certain uniformity in text books, in topics, in time, and to a certain extent, in quantity. Frequent transfers of pupils from one district to another, make uniformity in these things necessary, but to go further and require uniformity in methods of teaching and thus destroy a teacher's individuality, would be doing the schools an irreparable injury. The course of study is not perfect by any means ; much could be done to improve it, but it serves our purpose, under our peculiar conditions, quite well.

Some changes will be made during the coming year, concerning which information is given under the proper titles, but I am not in favor of the recommendation made by the New England Association of Colleges, that French, German and Latin be included in the course of study below the High school. It is very easy for an association of college presidents, many of whom never engaged in any public school work, to gravely consider and announce the needs of the public schools from the college point of view, but it is quite another thing to introduce these so-called reforms. Public school people, boards of education, must look at these things from a *business* standpoint. It is easy enough to mount a chair and turn back the hands of a clock. It is easy enough to say, in set phrases, that modern times, modern progress, must also be turned back to the dead Latin, but *can* it be done in our public schools, is the question. Grant, for the sake of the argument, that the

study of the languages is essential to the proper development of man, the strengthening of his faculties and his ultimate preparation for citizenship, would it be wise to take those studies from the High school, from the hands of teachers prepared and experienced in them, and require them to be taught in the lower grades, by those possessing but little, if any, knowledge of the subjects?

Introduce German, French and Latin to-day, ask that they be taught by our regular teachers, and we would have more than one hundred vacancies to-morrow. Could these vacancies be filled with teachers able to teach German, French and Latin at $700 per year? To secure teachers qualified to teach these languages and at the same time carry on the work in the "essentials," it would be necessary to pay a salary of $1,200 per year, that is, increase the present pay roll at least $25,000 a year.

It is difficult, as it is, to create a public sentiment in favor of secondary education, chiefly due to the increased expenses, but these recommendations of the college presidents propose a still greater extension of the High school idea by crowding the work down into the elementary grades, and thereby arousing still greater discussion of the real necessity of higher education.

Very much of the trouble is due to the frequent changes in the requisites for admission to colleges. More is required each year and hence more work required in the High school, with increased cost.

While writing this, a circular from a great university is placed before me, in which it is announced that hereafter an entire year's work in both physics and chemistry will be required for admission to that institution. As our High school course of study provides for but twenty-four weeks' work in those studies, we must again change the outlines or abandon the preparation of students for this particular university.

These are a few of the many perplexing *business* questions that confront us when attempting to "enrich" or "shorten" the course of study below the High school.

I am a firm believer in a broader line of work. I believe that much could be cut out; but I do not believe it wise to go

to the other extreme, and with a wave of the hand say that a book of the thickness of a wafer contains all the arithmetic, or geography, or grammar that a child needs.

Music with its enchanting strains will carry us away into the realms of poetic fancy, and we feel that nothing is too great to overcome, that our loftiest ideals can be reached, but the music stops, and we find ourselves face to face with cold facts, not fancies. So, too, when we listen to a gifted orator whose magnetic presence, tuneful voice, beautiful word pictures and eloquent appeals may hold reason captive, we, while under the spell, believe that the study of Greek, Latin, German and French, in the lower grades, is an absolute necessity for the proper development of ideal man, but we awaken to the fact that the "other side" has not been heard and we read "Education," by Herbert Spencer; I quote as follows:

"The education of most value for guidance, must at the same time be the education of most value for discipline. Let us consider the evidence.

"One advantage claimed for that devotion to language, learning which forms so prominent a feature in the ordinary curriculum is, that the memory is thereby strengthened. And it is apparently assumed that this is an advantage peculiar to the study of words. But the truth is, that the sciences afford far wider fields for the exercise of memory. It is no slight task to remember all the facts ascertained respecting our solar system; much more to remember all that is known concerning the structure of our galaxy. The new compounds which chemistry daily accumulates, are so numerous that few, save professors, know the names of them all; and to recollect the atomic constitutions and affinities of all these compounds, is scarcely possible without making chemistry the occupation of life. In the enormous mass of phenomena presented by the earth's crust, and in the still more enormous mass or phenomena presented by the fossils it contains, there is matter which takes the geological student years of application to master. In each leading division of physics—sound, heat, light, electricity—the facts are numerous enough to alarm any one proposing to learn them all. And when we pass to the organic sciences, the effort of memory becomes still greater. In human anatomy alone, the quantity of detail is so great, that

the young surgeon has commonly to get it up half a dozen times before he can permanently retain it. The number of species of plants which botanists distinguish, amounts to some 320,000; while the varied forms of animal life with which the zoologist deals, are estimated at some two millions. So vast is the accumulation of facts which men of science have before them, that only by dividing and subdividing their labors can they deal with it. To a complete knowledge of his own division, each adds but a general knowledge of the rest. Surely, then, science cultivated even to a very moderate extent, affords adequate exercise for memory. To say the very least, it involves quite as good a training for this faculty as language does.

"Observe next that a great superiority of science over language as a means of discipline, is, that it cultivates the judgment. As, in a lecture on mental education delivered at the Royal Institution, Professor Faraday well remarks, the most common intellectual fault is deficiency in judgment. He contends that 'society,' speaking generally, 'is not only ignorant as respects education of the judgment, but is also ignorant of its ignorance,' and the cause to which he ascribes this state is want of scientific culture. The truth of his conclusion is obvious. Correct judgment with regard to all surrounding things, events, and consequences, becomes possible only through knowledge of the way in which surrounding phenomena depend on each other. No extent of acquaintance with the meaning of words, can give the power of forming correct inferences respecting causes and effects. The constant habit of drawing conclusions from data, and then of verifying these conclusions by observation and experiment, can alone give the power of judgment correctly. And that it necessitates this habit is one of the immense advantages of science.

"Not only, however, for intellectual discipline is science the best, but also for *moral discipline*. The learning of languages tends, if anything, further to increase the already undue respect for authority. Such and such are the meaning of these words, says the teacher or the dictionary. So and so is the rule in this case, says the grammar. By the pupil these dicta are received as unquestionable. His constant attitude of mind is that of submission to dogmatic teaching. And a necessary

result is a tendency to accept without inquiry whatever is established. Quite opposite is the attitude of mind generated by the cultivation of science. By science, constant appeal is made to individual reason. Its truths are not received upon authority alone; but all are at liberty to test them—nay, in many cases, the pupil is required to think out his own conclusion. Every step in a scientific investigation is submitted to his judgment. He is not asked to admit it without seeing it to be true. And the trust in his own powers thus produced, is further increased by the constancy with which Nature justifies his conclusions when they are correctly drawn. From all which there flows that independence which is a most valuable element in character. Nor is this the only moral benefit bequeathed by scientific culture. When carried on, as it always should be, as much as possible under the form of independent research, it exercises perseverance and sincerity.

"We conclude, then, that for discipline, as well as for guidance, science is of chiefest value. In all its effects, learning the meaning of things, is better than learning the meaning of words. Whether for intellectual, moral, or religious training, the study of surrounding phenomena is immensely superior to the study of grammars and lexicons.

"Thus to the question with which we set out—what knowledge is of most worth? The uniform reply is—Science. This is the verdict on all the counts. For direct self-preservation, or the maintenance of life and health, the all-important knowledge is—Science. For that indirect self-preservation, which we call gaining a livelihood, the knowledge of greatest value is—Science. For the due discharge of parental functions, the proper guidance is to be found only in—Science. For that interpretation of national life, past and present, without which the citizen cannot rightly regulate his conduct, the indispensible key is—Science. Alike for the most perfect production and highest enjoyment of art in all its forms, the needful preparation is still—Science. And for purposes of discipline—intellectual, moral, religious—the most efficient study is, once more—Science. The question which at first seemed so perplexed, has become, in the course of our inquiry, comparatively simple. We have not to estimate the degrees of importance of different orders of human activity, and

different studies as severally fitting us for them ; since we find that the study of science in its most comprehensive meaning, is the best preparation for all these orders of activity.

"That which our school courses leave almost entirely out, we thus find to be that which most nearly concerns the business of life. All our industries would cease, were it not for that information which men begin to acquire as they best may after their education is said to be finished. And were it not for this information, that has been from age to age accumulated and spread by unofficial means, these industries would never have existed. Had there been no teaching but such as is given in our public schools, England would now be what it was in feudal times. That increasing acquaintance with the laws of phenomena which has through successful ages enabled us to subjugate Nature to our needs, and in these days gives the common laborer comforts which a few centuries ago kings could not purchase, is scarcely in any degree owed to the appointed means of instructing our youth. The vital knowledge, that by which we have grown as a nation to what we are, and which now underlies our whole existence, is a knowledge that has got itself taught in nooks and corners ; while the ordained agencies for teaching have been mumbling little else but dead formulas."

The preponderance of testimony, the weight of practical experience, the opinions of able writers and thinkers, all are opposed to the introduction of foreign languages, living or dead, into our elementary schools. I believe in the utility of a knowledge of the modern languages, I wish my own children to have that knowledge, but the only possible way to learn to speak any modern language is to live where no other language is spoken.

It cannot be learned in the public schools. Concerning the teaching of language in the schools of Great Britain, Professor Blackie, of Edinburgh said : "No doubt teachers are proverbially the most unteachable of all classes of the community ; but in the present age, when intelligence is being so widely spread, and in this Empire of Great Britain, whose friendly communications with all foreign nations from the Atlantic to the Pacific is so necessary for business, for pleasure and for policy, it is surely not too much to expect that the public will

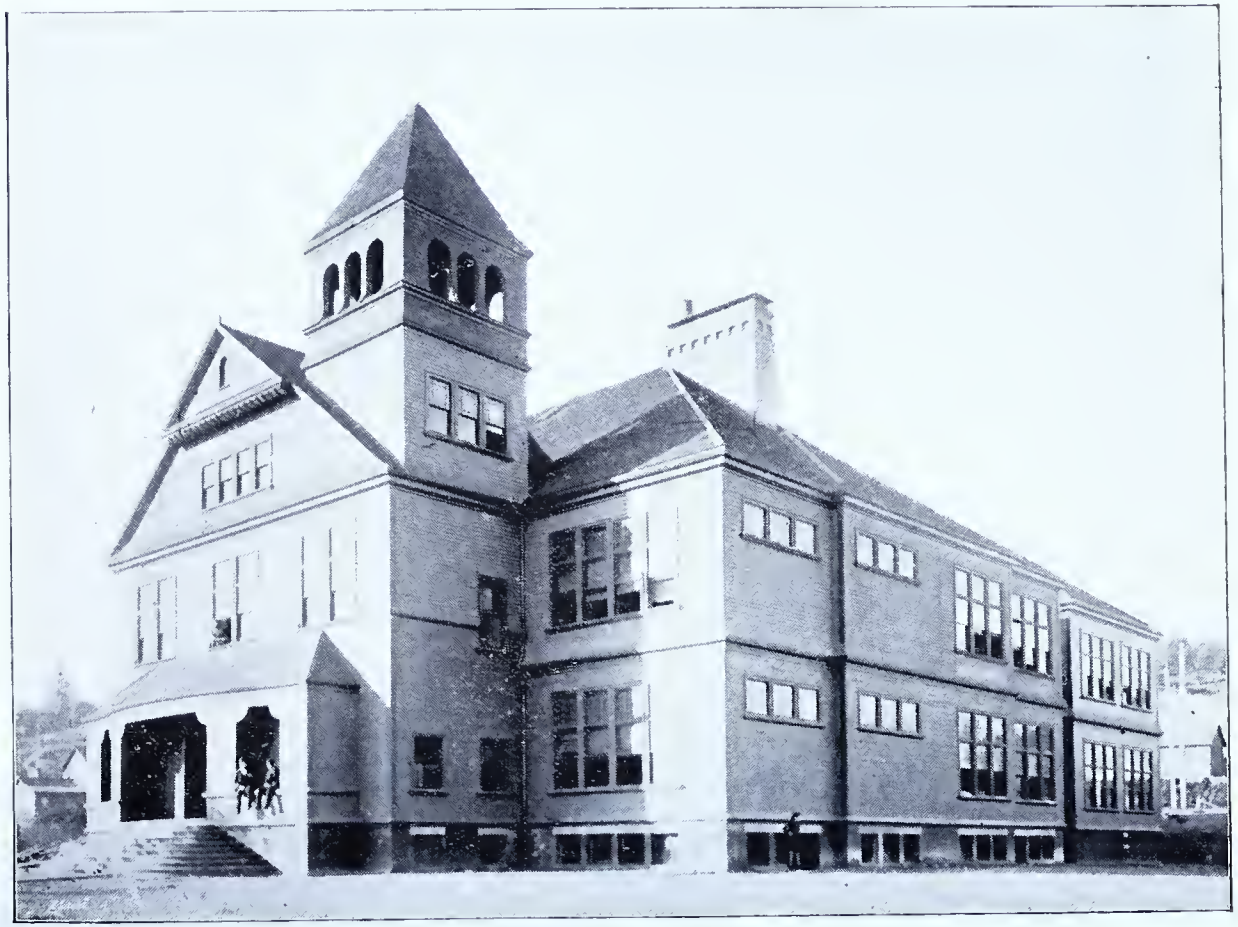
fee ltheir own power and know their own interest in this matter, and let all schoolmasters and all professors understand that it is not by the conning of dead rules and the spelling of dead books that a living knowledge of that most vital of all living things, called language, is to be acquired, but by habitually breathing the atmosphere of articulate voice, and thinking, hearing and speaking in direct connection with the environment of the learner. This is the method of nature ; and apart from nature, all the most curious grammatical machinery and bookish apparatus will remain as far removed from a heart-inspiring and brain-furnishing knowledge of a language, as a photograph, even the best, is from the living countenance of which it is the lifeless expression. The knowledge of any language is a living growth, and, like all growths, depends on a living and graduated practice."

A careful examination of our course of study, will disclose the fact that our whole aim is to lead the pupils to read and think, and to give no more of the common branches than is necessary for carrying on ordinary business affairs. The study of science—of nature—has been taken up in connection with other studies, particularly with geography and composition. Time alone will make our course of study perfect. Great reforms are not brought about instantaneously. Such problems cannot be solved in a day. A line of study adopted for our High school to-day, would be eight years old when our present primary classes are ready to take it. We are living in a great and progressive age, and public schools must be so managed and directed that our boys and girls will be able to study and possibly solve some of the problems of to-day, and thus be better prepared for to-morrow.

PROMOTIONS AND CLASSIFICATIONS

The course of study, promotions and classifications are questions so intimately connected, that a discussion of one naturally involves the others.

School men have, for years, been attempting to answer the questions, "How shall we shorten the course of study?" "How enrich it?" One proposed solution is to almost en-



MERCER SCHOOL

tirely abolish arithmetic, grammar and geography, thereby shortening it, and bringing down into the Grammar schools such High school studies as German, French, Latin, geometry, algebra, etc., thus "enriching" the course of study below the High school. These solutions are obtained by but one rule, viz: "Save *time* by the sacrifice of *quantity*." That is, win the race by throwing overboard part of the cargo. We all admit, that for a large number of our boys and girls, eight years is too long a time for the work below the High school. Many could do the work in six years, some in less time, while others, naturally slow, though sure thinkers, would require full eight years.

The questions of *time* and *quantity* are entirely different factors. *Quantity* is the course of study itself, while *time* is the number of years necessary to complete it. If, then, a certain factor, *quantity*, made up of more or less arithmetic, grammar, geography, spelling, reading, etc., etc., is required for admission to the High school, why not so classify the pupils as to enable them to take the *quantity* and enter the High school in the shortest possible *time?* The time of the course of study can thus be shortened for different pupils. Pupils thus enabled to enter the High school in less than eight years, take up the enriching studies of German, French, Latin, etc., under the instruction of competent and experienced teachers, but *in* the High school, not below it. That is to say, the pupils hasten *forward* toward the "enriching" point, but the "rich" pabulum is not brought down to them.

Such a plan would permit many pupils to complete the entire course of study in the elementary schools, and take two years in the High school by the time they are fourteen years of age. Pupils having once entered the High school would be apt to remain in school, and that department would thereby be greatly strengthened and enlarged.

How can such a plan be put into practical operation? Stated times for promotions will not accomplish it; semi-annual promotions will not solve it.

In my opinion the only solution is to classify pupils strictly according to abilities and qualifications, and then allow them to master the *quantity* (the course of study) in such *time* as they can do the work well.

To illustrate, suppose there are, in a certain school, 80 pupils in the fourth year grade. I would divide them into four divisions of twenty pupils each, classifying them strictly according to abilities. To one teacher I would give the 1st and 2nd divisions, to another the 3rd and 4th.

To the teachers and pupils of all the "divisions" I would say: "Now, the *theory* upon which the course of study for the fourth year is constructed is, that it will take one year to complete it, but if you can do the work thoroughly and easily in less time, why, do so, and then at once begin the work of the fifth year, overtaking the lowest 'division' of that class if possible." This means *daily* promotion. Progress is constant. The "first division" of one class will overtake, for a time work with, but finally pass, the lowest "division" of the next higher class, while the lower "divisions" will go steadily forward, many of the pupils "working up" to higher "divisions" of the same class. In schools like the Denny, where there are more than two teachers to a grade, the classification can be still more thorough by having a greater number of "divisions" in each grade.

The accompanying chart illustrates the proposed plan:

CLASSES AND DIVISIONS	D. Primary												C. Primary											
	MONTHS												MONTHS											
	Sept.	Oct.	Nov.	Dec	Jan.	Feb.	Mar.	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
First	◆												◆							
Second	◆											◆								
Third	◆										◆									
Fourth	◆									◆										◆
February Class						◆										◆				

CLASSES AND DIVISIONS	B. Primary										A. Primary									
	MONTHS										MONTHS									
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
First						◆													◆	
Second				◆												◆				
Third		◆											◆							
Fourth										◆										◆
February Class						◆										◆				

CLASSES AND DIVISIONS	D. Grammar										C. Grammar									
	MONTHS										MONTHS									
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
First												◆								
Second								◆												◆
Third				◆											◆					
Fourth										◆										◆
February Class						◆										◆				

CLASSES AND DIVISIONS	B. Grammar												A. Grammar											
	MONTHS												MONTHS											
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June			Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June		
First					◆															◆				
Second														◆										
Third						◆													◆					
Fourth										◆												◆		
February Class						◆												◆						

The dots (◆) represent the different "divisions." The classification of the pupils and the rate of progress given is simply an ideal one, and represents a class entering the First Year Primary in September, before classification, and its further progress after classification through a course of eight years, individual reclassification being frequent. The progress, *i. e.*, direction of the "divisions" as represented on the chart, is from left to right, and the objective point is the High school. The vertical columns headed by the names of the months, serve to show the relative position of the "divisions" of higher classes, for, while the progress of but one class is here represented, other classes are ahead and behind in the race, and hence their positions are also shown. The *rates* of progress for the four "divisions" are 10, 11, 12 and 13, *i. e.*, the fourth division is supposed to do 10 months' work in 10 months, the third division, 11 months' work in 10 months, the second division, 12 months' work in 10 months, and the first division, 13 months' work in 10 months. The term or expression "months' work," represents the factor *quantity*, or course of study, and is used as a mere matter of convenience.

If we let the word *mile* represent "months' work," the word *hour* represent "year," (10 months), it being assumed that the *journey* (course of study) is 80 miles (months) long, the chart will be easily understood. The problem of the first division would then be, "How many hours will it take to complete a journey of 80 miles, traveling at the rate of 13 miles an hour?" Ans. 6 2-13 hours (years). A study of the chart will thus show that the first division will be able to complete the course in 6 2-13 years, the second in 6⅔ years, the third in 7 3-11 years, and the fourth in 8 years. I am decidedly of the opinion that the rates of progress assumed for the first and second divisions are much too low. The sub-classification of the February class is not given, as its members would soon be able to "work into" different "divisions" of other classes. It will be seen that such a plan of classification affords opportunities for frequent transfers of pupils from higher to lower "divisions," or *vice versa*. Such a classification of pupils will give those needing it more careful attention, as they will have more of the teacher's time, while those able to think and work more rapidly will be able to go ahead, and not be held back by their less fortunate mates.

The one rule necessary to the complete and perfect success of such a system is, "Study the capacities of each individual pupil." Some minds develop early, others late. The dunce of the class if kept chained to the "honor pupils" may always remain a dunce, but if unchained, if studied and allowed to study under proper directions and influence, he may become the wonder of the school, the genius of the age.

SUGGESTIONS REGARDING SCHOOL BUILDINGS

Believing, as I do, that more than ordinary care should be exercised in selecting grounds and plans for school buildings, I beg leave to embody in this report a communication addressed to your honorable body during the year. It was as follows:

SEATTLE, Washington, April 13, 1892.

The Board of Education, City:—

GENTLEMEN: In view of the fact that one or more school buildings may be erected the coming season and realizing the need of having modern, first class buildings, I venture to make a few suggestions regarding the same.

I am aware that I have not been asked to give the matter any attention, but I trust that you will pardon the seeming presumption when I say that I am acting solely in the behalf of thousands of children, who in a certain sense, make our school buildings their homes for five hours a day during their school life of eight years.

The general belief is, that anything is good enough for a school building, but it seems to me that in plan, design, convenience and interior decoration, school buildings should be as carefully, skillfully and artistically planned and constructed as the most attractive home. Cultured and refined teachers working in attractive, conveniently arranged and well ventilated school rooms will do more towards elevating the moral tone of a community than can be done by any other means. School boards and superintendents seldom act blindly in selecting teachers, knowing as they do the requisite qualifications. Ought they not to make the same careful study of what is needed in school buildings? Architects are not teachers, and are not prepared to say what is needed and what not needed—experience alone can help us solve the problem. Those who have spent years in the school room appreciate the need of better school buildings, and more modern conveniences and appliances.

The suggestions made are the result of not only personal experience both here and elsewhere, but of extensive correspondence and careful study of the published reports of investigation made by the United States Commissioner of Education. Many of the conveniences called for are not provided in other buildings, either in this city or elsewhere, but they seem very important and necessary. Architects can plan and design more intelligently if given some idea of what is wanted, and with that object in view I respectfully submit the following for your consideration:

The Site—The buildings should be so located as to be convenient to the majority of the children, on ground dry, porous, and sufficiently elevated to escape unsanitary conditions, and as distant from noisy streets and factories as possible.

Location of Buildings—That all rooms may have some sunlight and thereby be pleasanter and healthier, and more easily heated, the buildings should so face that the corners stand towards the cardinal points of the compass.

The Basement—Three-fifths of the height of the basement should be above ground, and the stairs leading to it under cover. The basement should be arranged for lunch rooms, containing hot closets, range, sinks, tables, etc., store-rooms for supplies, janitor's living rooms, and a first class, well equipped gymnasium for boys.

Heating and Ventilating—The building should be warmed by indirect steam heat or by the Smead System. Openings for admission of fresh

air to heaters should be near the roof. The air should be carried into the room at a velocity of two feet per second, in quantity equal to 40 cubic feet per pupil per minute, and never heated above 100° F. The opening for the admission of fresh air to rooms should be 8 feet above the floor, and the foul air should be taken out through an opening near the floor on the same side of the room. The foul air should be taken out by means of ducts connected with large ventilating shafts. If possible, electric fans should be used in ventilating shafts.

If architecturally consistent, the boilers and coal rooms should be outside the basement in some kind of projection, or, where possible, excavation.

Water Closets—To provide plenty of light and air, the large water closets and urinals should be outside the basement, in the projection with the boilers and coal rooms, or under entrance steps. The water closets should be connected with the ventilating or aspirating shafts by means of air pipes. The ventilating shafts must be well heated, or better still, provided with fans run by electric motors. Boys' urinals should be made of slate or soapstone with the trough and partitions of the same material, and a sprinkling tube so arranged as to wet the whole surface of the slate. When the building site is well elevated and the sewers empty into the salt water of Puget Sound, the automatic flushing trough should be used, but so constructed as to allow a small quantity of water to stand in each section. Wash basins should be provided for both closets. In the absence of sewers the dry closet system should be used, but plans should provide for flushing system whenever sewer connections can be had.

School Rooms—An eight room building, so called, should be planned for six rooms seating 40 pupils each, and one room of double size, seating 80 pupils, with recitation room for use of the principal. A sixteen room building should contain fourteen rooms seating 40 pupils each, and one large room and recitation room, as in eight room building. The rooms should be narrow from left to right, the inner row of seats being distant from the window about one and one-half times the height of the top of the window. In each school room 20 square feet of floor space should be alloted each pupil. Each room should be provided with a closet for supplies, etc., a cabinet for collections, a book case, a large reading table, and picture moulding. There should be a girls' retiring room connected with each school room. Space should be provided for plants and flowers and an aquarium.

Lighting—The light should be admitted from the left of the pupils, but where inside blinds are used, windows should be placed in the rear, but should be kept well darkened during study hours.

The window space on the left should be one-fourth of the floor space.

Tops of windows should be near the ceiling. Window sills may be low, *provided* the Hill blind is used, so that blinds may be dropped behind a paneled section below the sill, when pupils are not studying, and raised to proper height to bring light from above during study hours. All halls should be well lighted.

Cloak Rooms—Cloak rooms should have direct light, thorough ventilation, plenty of heat, and be so located that one may enter or leave the school room without passing through the cloak room, thus enabling the teacher to lock them during school hours. They should also be so located as to permit the teacher to have an unobstructed view of both school and cloak room when necessary.

Umbrella racks should be provided. It is important that rooms filled with wet, steaming hats, cloaks and umbrellas should be shut off from the school room.

Blackboards—Blackboards should extend entirely around every room. The vertical width should be 48 to 54 inches, and in rooms for young pupils should begin about 20 inches from the floor. Best quality genuine slate should be used. The quality is important, as much of the cheap slate offered is utterly worthless, being rough, greasy, gritty, and unfit for use. An expert should be employed to set the slate.

Offices—There should be two offices. One the reception room, with private office opening off. They should have grates for heating Saturdays and other days when schools are not in session.

The general office should be supplied with book cases and closets for supplies for building. The private office should have good light and place for desk, space for telephone, electric bell annunciator, and electric clock. Toilet room with water closet opening off.

Special Rooms—A Teachers' Retiring Room, with grate for use when steam is not on. Toilet room with water closet opening off should be connected with the main room.

There should be two retiring rooms, etc., in a sixteen room building, one on each floor,

Library and Reading Room, connected by rolling doors with the *Museum and Exhibit Room*. Rooms to be supplied with book cases, upright cabinet cases with inclined shelves, and cases for jars and alcoholic specimens.

Botanical Room, for cultivation of flowers and plants and study of same.

Office and Special Rooms should be nicely carpeted and papered.

Assembly Hall and Girls' Gymnasium—The space usually left beneath the roof should be finished off as an assembly room for use of the various schools, and a well-equipped girls' gymnasium and drill room.

Wash Basins should be placed in every cloak and toilet room.

Place for Piano—Space in the second floor hallway should be made for the piano, so that it will not stand in the way of marching lines.

Doors—All inside doors should have spring hinges and swing both ways.

Hall and Stairways—Halls should be broad and ample. Stairways not to be circular, and to have same "pitch" as those at Central.

Walls and Ceilings should be tinted pinkish yellow, or terra cotta—never white.

LATONA SCHOOL

Position of Principal's Office—If not more expensive nor inconsistent with architectural designs and beauty, the office should be half way between first and second floors, in order that the principal may have an unobstructed view of both floor halls during dismissals and intermissions.

Exterior Design—The extremes of elaborate ornamentation and severe simplicity should be avoided. That flags may be properly displayed a design should show a tower, or some artistic place for a flagpole.

Very respectfully,

FRANK J. BARNARD.

THE WORK OF THE YEAR

READING

Commendable progress has been made in this subject during the past year. The Synthetic Method of teaching beginners to read has been continued in use. The experience of the year has been such that I am led to reaffirm my opinions expressed in the last report. I firmly believe that the Sound Method is the natural one and my belief is based entirely upon personal observation of the results accomplished by some of our teachers. Those who are not themselves masters of the subject do not succeed. It would be folly to suppose that one possessing no knowledge of algebra could give instruction in that subject. No teacher can hope to succeed in teaching by the Sound Method, who does not possess a thorough knowledge of phonics, the science of the sounds of the human voice. We can not give to others that which we do not possess.

Those who have taught understandingly, who have worked energetically and enthusiastically have produced results far beyond my expectations. Their pupils read fluently and with ease in books higher in grade than those assigned them in the course of study. They grasp the thought quickly, and as a result, read with expression.

I have every reason to expect that especially successful results will be accomplished the coming year in primary reading. In the higher grades much interest was created by the intro-

duction of new supplementary reading matter. Pupils tire of the hum-drum repetition of a regular reader and supplementary reading becomes a necessity. Substantial progress can not be made without it.

The plan followed in selecting the new readers, was to have nine (9) entirely different "sets"—one for each building. This arrangement affords an opportunity for frequent changes between the buildings, and the constant supply of fresh reading matter at minimum cost. The distribution of books was as follows—a sufficient number being purchased to supply the schools:

Mercer School—Stories of American History; Seven Little Sisters who Live on the Round Ball that Floats in the Air; Cats and Dogs; Popular Science Readers; Appleton's First, Second and Third Readers.

Denny School—Pictures and Stories of Sea and River Shells; Stories of Other Lands; Familiar Animals and their Wild Kindred; Popular Science Readers; Lippincott's Second and Third Readers.

Central School—Bees, Butterflies and Other Insects—Stories of Animals, Sea-Urchins, Star-Fish and Corals; Stories of the Olden Time; Popular Science Readers.

South School—Pictures and Stories of Animals and Birds; Living Creatures of Water, Land and Air; Ten Great Events in History; Popular Science Readers; McGuffey's Revised First, Second and Third Readers.

Rainier School—Stories of the Civil War; Seven Little Sisters Prove their Sisterhood; Neighbors with Claws and Hoofs; Popular Science Readers; McGuffey's Alternate First, Second and Third Readers.

T. T. Minor School—The Boston Tea Party; Ten Boys who Lived on the Road from Long Ago till Now; Flyers, Creepers and Swimmers; Popular Science Readers; Barnes' First, Second and Third Readers.

Columbia School—Noble Deeds of Our Fathers; Stories Mother Nature Told Her Children; Neighbors with Wings and Fins; Familiar Animals and their Wild Kindred; Swinton's First, Second and Third Readers.

Day School—Stories of Heroic Deeds; Robinson Crusoe; Stickney's First, Second and Third Readers.

Latona School—Sea Side and Way Side, Vols. I., II., III.; Stickney's First, Second and Third Readers.

ARITHMETIC

The general work done has been satisfactory. Teachers have been painstaking and thorough. The practical work of every day business has received special attention. Teachers have faithfully tried, at least, to have their pupils not only accurate and quick in their calculations, but able to make prac-

tical application of the knowledge gained. I am convinced, however, that many improvements can be made in the course of study in arithmetic.

I believe that radical changes should be made at both the beginning and end of the course. The work of the first three years should be so changed and extended as to produce more rapid and ready calculations in the fifth year. The course is based on the text books in use, but I believe that the primary teachers can discard the outlines and methods of the primary arithmetic, and accomplish greater and better results in one-half the time. We should cut loose from the theory that pupils of the first year are not able to go beyond ten (10), or second year pupils beyond twenty (20) in number work.

I prepared another course of study for a few of the primary teachers, who used it the past year, and the work done was very satisfactory. The large numeral frames, made for us by the manual training class, greatly aided the teachers in carrying out the work of the new course.

I also think that the Grammar school arithmetic should be completed in the seventh year. Algebra or geometry should be introduced in the eighth year. I am not sure but the better plan would be to begin both geometry and algebra. This could be done by having algebra three times and geometry two times a week.

This can be determined, however, by the time the present eighth year class has completed the arithmetic.

LANGUAGE AND COMPOSITION

I am more than gratified at the results obtained and interest displayed by the teachers in this subject.

Of what possible worth is a knowledge of any subject without the ability to make it known? Ready writers and speakers carry the keys to the storehouse of knowledge. The aim of the work in language is not to store the mind of the pupil with a mass of technicalities of grammar, but to make him fluent and correct in the use of his mother tongue.

To make one subject help another, to gather the material for composition writing, to acquire that which is necessary to develop the pupil's use of language, viz., information, or something to "talk about," suggestions for work and study in ele-

mentary science, have been made a part of the course of study in language. These suggestions have been followed by many of the teachers with splendid results. The best evidences of the work done in language and composition were seen at the exhibit made at Fairhaven, where were displayed bound volumes of compositions, and tastefully decorated magazines, illustrated and written by the pupils. Nothing promises so much for the future in our schools as the work done and to be done in language and elementary science.

GEOGRAPHY

Probably no work in the course was more thoroughly well done than that of geography. Teachers vied with each other in originality and enthusiasm.

Many novel and ingenious devices were made by the teachers to illustrate various topics. Beautiful maps were drawn and relief maps made. Books of travel were read and studied by teachers and pupils together. The teachers succeeded in making the subject interesting and entertaining as well as instructive. The amount of work done by some of the grades, notably the fourth, leads me to believe that the subject can be completed in the seventh year, if not in the sixth, and the time devoted to that subject will be shortened accordingly.

U. S. HISTORY

One prominent feature of the work done in the eighth year grade was that in history. No subject affords greater opportunities for careless teaching and indifferent results than history.

The machine teacher, the "school keeper," can, with book in hand, the forefinger on the question and the thumb on the answer, ask the questions and expect parrot-like answers. I am pleased to say that no "machine work" has been done by our teachers of United States History. Intelligent teaching has been the rule. The philosophy, cause and effect have been studied. Battle maps and graphic illustrations have been drawn and studied by the pupils.

The work done is a credit and an honor to our schools. One thing is necessary, not only for the teachers and students of history, but for those studying geography, and that is a good working library in each school building. I hope we may soon have it.

SPELLING

As suggested in the last report the text book, "The Modern Speller," was placed in the hands of the pupils a year earlier than formerly, viz: the third year. Results show that it was a wise move. Spelling is one of the important studies, but no subject is so utterly lacking in everything that would interest pupils and teachers. It is mechanical, and as taught by ninety-nine of every hundred teachers, is a matter of endless repetition, constant memorizing. There has been considerable discussion among the teachers during the year as to the amount of time and attention phonics should receive in teaching spelling. I quote, without comment, Pestalozzi's theory regarding the teaching of spelling:

"The spelling book ought, therefore, to contain all the sounds of the language, and these ought to be taught in every family from the earliest infancy. The child who learns his spelling book ought to repeat them to the infant in the cradle, before it is able to pronounce even one of them, so that that may be deeply impressed upon its mind by frequent repetition."

CIVICS AND PHYSIOLOGY

Instruction has been given in these subjects, but the routine of the text-books, regularly adopted, has been followed more closely than in other lines of work. It is not possible to successfully teach physiology and hygiene in any school, and especially in elementary schools, without the aid of proper charts and apparatus. The schools are not well supplied with such charts and aids.

PHYSICAL CULTURE

At the beginning of the last school year it was resolved by your honorable body that the subject of physical culture in our schools should receive proper attention. Prior to that time the physical well being of our pupils had been neglected. Not only had the culture of the physical being received little, if any, attention, but the schools as a whole, as a military corps, so to speak, were lacking in one chief essential. viz: perfection of discipline and movement when handled in large numbers—as in marching from, and into rooms and buildings. To one accustomed to military methods in moving large numbers of pupils, to precision and promptness, to perfect time and

step, to good marching, and the consequent aid to good government in individual school rooms, the discipline in some of our buildings was not encouraging.

No one can deny that pupils and schools in matters of discipline, prompt obedience, acquired habits of method and order, observance of laws, are greatly benefited and improved by military training, or, in the language of the school room, physical culture.

Nor are what might be termed external results, the only benefits of physical culture. Good health and erect and sound bodies are direct results as affecting the physical frame, but the condition of the physical frame has a direct influence upon the intellect, morals and happiness of a human being.

Sound bodies, good order, correct habits, observance of laws, strong intellects, good morals and gentle manners are the results of proper physical culture.

This subject as taught in our schools has been under the immediate supervision of Miss Anna Lee Goodrell, to whom is due the credit for the outlines of work, the thoroughness of the instruction and drills, and the splendid results attained. The progress made has far exceeded all expectations. The exhibition drills given at Fairhaven by the class from the Denny, were, in precision and grace of movement well nigh faultless.

The public exhibitions given by the High school students at Ranke's hall during the year showed the same careful drill and attention to details. While these drills and exercises are beautiful to the ordinary beholder, to the close observer they show that every movement has for its object the development of some particular muscle or part of the body. In short, they show a scientific study of the human frame and its needs. I respectfully refer you to the report submitted by Miss Goodrell.

Prof. F. J. Barnard, Superintendent of City Schools:—

SIR: I submit with pleasure my first report as supervisor of physical culture in the Seattle Public Schools.

Whatever degree of success may have been attained in this branch of work is due to the earnest efforts of the teachers. By their hearty support and enthusiasm, they have assisted me to instill into the minds of the pupils a similar feeling of interest and determination to improve in health, strength and appearance. The kindly advice and suggestions of

every one connected with the schools has enabled me to overcome with ease, which I had hardly dared hope for, the many obstacles which are bound to occur in the introduction of any special subject.

"Physical culture is as inseparable a part of education as the foundation is of the house." It is indeed the foundation upon which we erect our intellectual structure. Instruction is given at an age when the child's body is weak, and by neglecting means to strengthen the body he will in all probability be sent forth with an organization too weak for further mental development.

The physical condition under modern civilization has become notably weaker, but this same civilization requires more learning than was required in olden times, so we subject the pupils to increased mental strain, oftentimes without the proper physical exercise to counteract and neutralize the effects of overtax on mental and nervous powers. The importance of cultivating the physical being is nothing modern. Gymnastic games are so old as to be pre-historic. The ancient Greeks had their gymnasia, and it is to their careful, systematic and constant training these ancients owed their perfection of bodily grace and beauty, which has never been surpassed if ever equaled by any human race. I have read somewhere that the neglect of physical education for centuries was attributed to the invention of gunpowder and consequent introduction of a system of distance fighting instead of single combat in warfare. The revival of this all-important feature of education did not come until the close of the eighteenth century. Now it is a compulsory part of the course of study in almost every country in Europe, and judging from the rapidity with which some system of exercise is now being introduced in all universities, colleges, and finally public schools, the place where the foundation should have been laid, America will soon equal if not excel Europe.

If there can be any conscientious educator in this enlightened, progressive, educational age who does not realize the advantage of well directed physical culture in the public schools, let him but enter the school room and observe the dozens of boys and girls round shouldered, head bent forward, short of breath at the slightest exertion, and in all probability suffering from spinal curvatures, and he can not help but deplore the fact that education has been so tardy in providing means to assist these pupils to retain the beauty and symmetry of form which nature intended, and in cultivating some ease and grace of movement.

Continued and proper exercise will do this in some degree for each child, if not actually save some of the weaker from an early grave. However this matter of changing the habits of years, growing out of old ways into new and better ones, is at best a slow and oftentimes discouraging process. It is only conscientious daily drill, and an active interest taken in the work by both teachers and pupils that will accomplish the desired improvement.

It is probably a fault of the American youth of to-day that they expect to be amused and entertained continually in school. There is always a possibility of physical exercise appearing to them as a unique

method of entertainment for the school's special benefit, of which they soon tire, unless some new movement is given each lesson, if not of the special teacher appearing as only a curiosity of peculiar acrobatic powers.

This erroneous idea can easily be avoided by keeping continually before the pupil's mind the necessity, importance and many benefits derived from continual exercise. Let him tell what sets of muscles are used in each movement and the reason for development. He must know if an exercise is beneficial to-day, it is to-morrow, and the year around, and only from continuous practice will any permanent benefit be derived.

Who has not been told during his growing years to "straighten up" until the very sound became irritating? But how many were told *how* to stand, walk and sit straight? Impress upon each boy the commercial value of a courteous bearing and well-developed figure over the careless, stoop-shouldered, weak appearance of so many boys who yearly leave our High school.

"We all, even little children, instinctively judge the character of those we meet, by their bodily carriage."

A life time is sometimes not long enough to live down first impressions. It is a matter of observation that the active, athletic boy is the strong one both mentally and morally.

If it is true that the body is but a physical expression of the mind, will not a well poised, well controlled body, intelligently trained, have a reflex influence upon the mind?

I am convinced that by discussing the benefits of physical exercise in connection with instruction in physiology and hygiene, at least so far as it pertains to action of the muscles, better circulation of the blood, benefit of diaphragmatic breathing, we will enhance the value and keep alive the interest in both.

Education of the physical being is progressing as well as all other matters in education. Old gymnastic exercises, relating solely to coarser muscular development, leaving in the background all ideas of grace and good bearing, are being abolished. There must be grace and freedom of movement as well as health and symmetry of measurement. Grace being now understood to mean not only rhythm or poetry of motion, but economy in force, a saving in strength.

The farmer gets plenty of exercise yet he is awkward, because his exercise is not systematic. Carrying wood is commendable exercise but it is not cultivating exercise, nor will it develop the body systematically.

Says an authority on this subject, "Athleticism tends to develop a single faculty or part of the human frame to an unnatural degree." We must use in our public schools some common sense system, which will aid nature to develop a perfect human being, and not abnormally one set of muscles at the expense and injury of others. The simplest movements must be given to beginners, and by a gradual evolution of muscular development they will finally be able to execute the most difficult ones without fear of over exertion.

OLYMPIC SCHOOL

Concerning the work which has been under my immediate supervision for the past year, I desire to say that the progress has been all that could be expected during the first year of any new subject.

I was able to give a twenty minute lesson in each school room in the city but once in two weeks; the daily drill being carried on during the interval between visits by the regular teacher. In presenting and choosing the exercises, I have endeavored to combine the best and most beneficial from various systems, especially the German and Delsarte, making the most practical "Public School System."

From the Delsarte system we get the relaxing exercises which make the muscle flexible, give ease of movement, prepare the body for gesture.

From the German system we get the energizing or strength giving exercises requiring more vigorous muscular action.

Except in a few cases of special class drill, the work given has all been without apparatus of any kind, and such as could be executed in the aisles. As the pupils could readily and easily take position for exercise, the teacher was enabled to give them the drill frequently, with but little interruption to other school duties, and thus rest them from the tiresome and monotonous sitting.

The lessons were given in series form, and the school required to memorize each series; thinking thus to give added mental discipline by requiring close attention, reflection, thought, and calling into activity the whole mind; securing prompt, exact action and harmony of body and will, which must necessarily result in development and culture.

I found in the rooms where every day was long enough to admit of the physical culture drill, and the teacher frequently found time to speak of the object we had in view, that the movements were executed with uniformity and precision, and each pupil took an active interest in the subject.

So long as the supervision of this work is entirely in the hands of one person, most of the drill, and much of the duty of keeping up the interest, possibly by following some suggestions made in the report, must necessarily fall to each teacher.

If prompt, quiet action is insisted upon in obeying all signals, much will be done toward cultivating the habits of obedience and quietness in all other matters. During each drill there must be general attention with uniformity of movement, and therefore additional disciplinary control. All of these matters I have found accomplished, at least to some degree of perfection in each room. Many pupils came under my personal observation who were taking additional pride in carrying themselves well, and appreciated the effort being made to assist them in improving in health, strength and graceful action.

At the close of the year I found scarcely a school which was not able and willing to stand for a twenty-minute lesson, where they tired in five minutes when I first visited them.

It has been necessary, since the work was new, to start all grades in much the same way. The fundamental exercises have all been presented this year. The grammar grades have, however, progressed

more rapidly, and to them have been given more difficult and complex movements. In addition to these I would suggest that short wands and light dumb bells be provided for the coming year's work, as in the natural development of muscular strength the pupils are now ready for more vigorous work.

Special attention has of course been paid to breathing exercises, as no system of physical culture would be complete which neglected so important and much abused parts of the physical being as the lungs.

Marching has also been a part of the course of instruction, including in the higher grades some of the more simple military commands, which proved an attractive method of recreation.

It is a matter of regret that so little *individual* instruction and attention can be given, the necessity for concerted action confining the movements within the ability and growing strength of the weakest.

The Board of Education has seen fit to supply a gymnasium in the school house now building, which will do much, I believe, to benefit and interest the older children. I trust the time will come when each building may be likewise supplied, as the promotion of health and personal welfare of pupils cannot be too carefully looked after.

In the High school the young ladies have taken the exercises; the young men taking military training under the principal's direction. I feel pleased and gratified with the interest manifested and efforts made by the girls considering the manner in which they were handicapped by lack of room and time.

The High school more than all others needs a gymnasium.

It is my desire as soon as there is room for drill which will make it practicable, to introduce light apparatus such as wands, dumb bells, rings and Indian clubs, letting each year have its special drill in connection with the other exercises. This will make the work both attractive and beneficial.

I trust another year will bring great progress and improvement in this department.

I do not wish to close this brief outline of the work accomplished without thanking you, Mr. Barnard, for your timely advice, kindly suggestions, cordial and hearty support and encouragement at all times, without which success would have been impossible.

Respectfully submitted,

ANNIE LEE GOODRELL,

Supervisor of Physical Culture.

WRITING

Decided improvement in writing has been made during the year.

The necessity and importance of a correct position, together with a perfect freedom of muscular movement has been recognized by all.

The greatest obstacle to satisfactory results in teaching writing, is the difficulty experienced in so training the pupils that correct position becomes a *habit*, and free, muscular movement a perfectly *natural* one. This once accomplished, the work is practically done.

The general work of the year has been in the direction indicated; pupils have been drilled in position and movement, and thus led to see that control of the muscles is the one important thing necessary to good writing.

There is much to do yet. The work must be continued through succeeding grades.

The improvement made in the methods of teaching, the general direction of the work and the successful results are due to Prof. Judson P. Wilson, the supervisor, whose report is here given:

SEATTLE, Wash., July 1, 1892.

Prof. Frank J. Barnard, City Superintendent of Schools:—

DEAR SIR: In this my first annual report I shall endeavor to show the past and present condition and needs of the penmanship department of our school.

A short time ago the rank and file in educational circles considered writing a knack (a nice trick) and that it did not contain the same educational principles as other studies. To write an illegible, slovenly hand is not now an indication of great mental powers or good taste on the part of the executor; on the contrary it is an evidence of the opposite state of things. Plain, fluent writing will surely follow clear thinking when we come to know that writing is not only a mechanical art, but a science that all persons may understand. Anybody who can see and reason can learn to write easily and legibly, no matter if it does not "run in the family."

The incentive to muscular action originates in the mind, therefore we must first remove all mental restraints so that it will be possible to have muscular freedom.

On taking up the work last September, I found that the subject of penmanship had never been placed upon a modern basis, in keeping with the other studies in the public school curriculum; therefore teachers were laboring under great disadvantages, and all were not presenting the subject in exactly the same way. Very little attention was given to position, and the philosophical part of the subject—movement—was almost entirely ignored. Teachers were by no means indifferent to their surroundings, they seemed desirous of having more system and better methods.

Uniformity was lost sight of, there being about thirty different styles of pens and almost as many kinds of pen-holders in use. I also found

pupils using copy-books and paper in nearly all of the varieties of quality and size. The first step toward establishing uniformity was a reqnest that all pupils should purchase the "bank" pen-holder, which contains the essential requisites of a first class holder, viz.: pleasant touch, lightness, and being made of wood and cork, it is a non-conductor of electricity and free from the dangerous effects of erosion. Pupils were requested to buy the Joseph Gillott steel pen, No. 404, and foolscap paper was recommended because there was nothing available to use in its stead. From the start we have felt the need of a systematically graded series of penmanship practice tablets, in order to have the best success possible, and, after considerable study, we have planned such a series. Among the many points to be gained by the use of these tablets might be named, uniformity and the establishment of habits of neatness that will extend to the pupil's home and his after life. It is also calculated that the gradation and arrangement in ruling will break up that slow, labored style of writing—the school-boy hand—that is so prevalent, and establish in its stead a rapid and easily executed style, showing individuality.

Nearly all copy-book systems are stumbling blocks in the path of advancement in penmanship. The school that claims to teach this important branch of education—secondary power of speech—and is using copy-books only as the means, is defrauding its pupils. If any other public school study was being presented in the careless, ignorant manner that penmanship is to-day (we regret to say in a majority of the cities of the United States), there must needs be such a stirring up in educational circles as never was known before.

The standpoint of criticism was, and still is, in too many schools, mechanical, where it should be philosophical. My ten years' experience and investigation tells me that the requirements of this age in this line are rapidity and legibility, and that the philosophical or right way to acquire these points is to place the muscles of the hand and arm you write with, under control of the mind by systematic muscle training. From the start we should consider every stroke we make—whether it be an element, principle, letter, word, or sentence—a movement exercise and should subordinate form to movement.

In stage coach times a slowly executed, large hand was the prevailing style, but in this electric age we must do our work with dispatch, by learning to write a small running hand, only hoping to retain the principle characteristic of each letter; thus the two great essentials in writing are gained.

Pupils should be acquainted with the fact that there are stronger muscles than those operating the fingers, and that those muscles are equally susceptible to mental discipline. When we have practically demonstrated this fact, the study and practice of writing will be more interesting and, through these better methods, what was before mere mechanical drudgery, will be converted into a pleasing life language of the muscles for practical every day use.

The prerequisites of good writing are, first, attention; second, good position; third, a correct mental conception of the forms of letters;

fourth, definite knowledge of the process of construction; fifth, thorough mental and muscle discipline; sixth, good material.

Attention, which makes instruction possible, is something we must have first and all the time. The impressions upon the mind depend largely upon the manner of seeing and hearing. If pupils do not give attention, what they see will be only superficial, and what they hear will vibrate upon the ears unheeded; whereas, conscious sight and sound, accompanied by thoughtfulness, will convey lasting impressions to the mind.

Position—The strongest, most comfortable, most healthful, and every way the best position in learning to write, is the "front position."

Forms are easy to teach and easy to learn. We teach pupils how to make the letters, by showing on the blackboard the right way of making them, also all the common mistakes of pupils in making the same letters. We commend monograming letters of similar formation, thus showing that we do not have to learn to make fifty-two distinct characters, but how to combine a few simple elements and principles. We believe that carefully graded, detached copy slips, fac-simile reproductions of actual writing, could be used to advantage in this work.

Movement—"Movement is the parent of form" and must receive more attention than anything else. The past year we thought best to recognize two movements only, the "arm" (sometimes incorrectly called "fore-arm") or muscular, and "free-arm," sometimes called "whole-arm." The "finger" is the only available movement for the child until the arm muscles are somewhat developed, and it is a waste of time to even speak of it. We should teach the movements that we wish pupils to use through life. Our best business penmen use the "combined" movement; in this we find united the "finger" and "arm," the latter containing the strength necessary for duration in propelling the hand laterally and rotary, the former ("finger") the delicate shaping power necessary for legibility.

In the first, second, third and fourth grades we shall teach "arm" and "free-arm" movements. In the fifth, sixth, seventh and eighth grades we shall teach "arm" and "combined" movements.

We teach pupils as to what impedes and what facilitates the work. We instruct them to reason and investigate for themselves, also the influence of position upon movement. We require them to write with different rates of speed as a means of determining which is the most easily controlled. We instruct them in the selection, care and use of material.

It would be a great saving to all if we had air tight inkwells; many pens are thrown away during the year because they will not write, when it is not the fault of the pen, but the ink. If we could have cheap, *corked* bottles in the place of those now in use, it would save time and greatly facilitate our work. We should at least have some person whose business it is to clean and fill inkwells on regularly appointed days.

We have our pupils use a preparatory motion in writing, which helps them to locate the form that they are about to make. We tell them not to place the pen upon the paper at the start, but that through the prelim-

inary motion which describes not only the size but the due relations of the parts of the character, they will acquire sufficient momentum to overcome the friction between the pen and paper.

We do not allow the shading of letters, as it in no way adds to the utility of writing, but detracts from the legibility, owing to the fact that not one person in one hundred thousand ever gains that delicate control of the writing machinery necessary to place the shade where it belongs.

In writing, if our aim is to acquire a language medium, then the only essentials are rapidity and legibility.

The sentences shown on the following pages were selected from pupils' work after one of our speed tests. In justice to all concerned, I wish to state that it is the first time pupils have been asked to do sentence writing, the time so far having been spent in doing foundation work principally. Lines 3, 8 and 15 were written at the rate of thirty-two words a minute, or seven and one-half letter strokes a second. Lines 17 and 21 at the rate of thirty-three words a minute, or about eight letter strokes a second. No. 16 was written at the rate of thirty-six words a minute, or about nine letter strokes a second. The twenty sentences were written at an average speed of twenty-nine words a minute.

The page of figures shows the improvement some pupils have made in figure making. We have thousands of similar specimens, but lack of space will not permit showing them here.

Figure making is of prime importance. The fact that pupils are required to make thousands of figures every week is conclusive evidence that special attention should be given them.

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We must have speed in writing

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It is impossible to establish correct habits in the penmanship class alone, so much of the lesson work is now written that the influence of this practice in lesson record governs the real character of a pupil's writing.

In the above report I have not gone into the details of my methods of teaching penmanship, as it did not seem necessary.

In closing, I wish to say to all interested, that I feel the responsibility of this position, and that I shall never be satisfied until the writing of the Seattle public schools is placed upon a solid basis, not inferior to any.

To the Honorble Board of Education for their unvarying courtesy; to the principals and teachers for their earnest cooperation; to the children for their remarkable attention and cheerful, courteous obedience; and to you, the superintendent, for your kindly words of encouragement and wise counsel, I desire to express my appreciative gratitude.

Respectfully submitted,

JUDSON P. WILSON,
Supervisor of Writing, Public Schools.

DRAWING

One who has watched the progress of the work done in drawing during the past two years, in the primary and grammar schools under the supervision of Miss Emma S. Small, and in the High school under the instructions of the Misses Shumway, can not but be impressed with the remarkable progress made. To the layman, perhaps, the work done in the High school in the application of drawing as an aid to instruction in such subjects as botany, physiology, zoology and geology presents the strongest argument in favor of its utility and continuance as a regular common school study.

I cannot speak too highly of the work done by the High school pupils in illustrating various subjects studied by them. Many of the sketches and drawings made are not only accurate and instructive, as illustrating the subject under investigation, but are artistic, and show careful training and study.

The one thing necessary in the High school, is a further development of the work in the direction of mechanical drawing, so necessary to the proper and complete development of manual training.

The drawing done in the grades below the High school, shows the thoroughness of the work done by the Supervisor, and the teachers working with her. In originality of designs,

in harmony of colors and general artistic results and effects, work done by our pupils will compare favorably with that done by schools in which drawing has been a regular study for a quarter of a century.

Progress in the primary grades has been retarded to a certain extent by the lack of proper materials. Supplies ordered shipped by freight were unreasonably delayed, and the schools, in consequence, could not begin certain lines of work till late in the year. Some of the friends of public schools in general fail to properly appreciate the value, the actual worth of the study of drawing, classing it among the mere ornamental accomplishments. To show the drift of public opinion on the subject, as reflected by the press, I quote from a Chicago paper, the extract being taken from the published report of the public schools of the same city:

"If the homes of our American people have been made more comfortable and more pleasing by the enterprise and skill of American furniture manufacturers, the manufacturers have a grievance against the education, ignorance and bigotry of their own country. While machinery has cheapened the industry in the commercial sense, it has cheapened it in taste and durability. The manufacturers are not to blame for this. They are dependent on machinery because the labor of the United States engaged in manufactures possesses no artistic ambition, is imbued with no sense of color, knows no skill in form. Every designer employed by the Chicago manufacturers is of foreign birth and training. Many of the most successful manufacturers are themselves of foreign birth, trained in the primary schools of continental countries, and possessing from childhood skill denied to their American rivals. The highest wages paid in the American furniture industry, foreigners receive. The American in the trade is a capital middleman, a first class salesman, a shrewd financial manager; but he cannot draw a leaf, he can scarcely tell one color from another, he cannot contribute an idea to the draughtsman or the pattern maker. He is dependent on foreign imagination for every novelty in his factory; and if he has not capital large enough to employ special talent in his designers' department, he is at the mercy of the machine made model seller and the machine made machine for making everything in his factory. Nothing but the introduction of manual training, implying drawing, modeling, study of colors in combination, and the natural uses of the powers of observation and construction in our free primary schools, can remedy this universal impotency of American power in fine manufacturing industries.

"Had we a generation of native designers, obvious discrepancies in furniture construction would speedily disappear. In the upholstering of parlor suites, draperies of big patterns would not be employed on frames of small dimensions. In models for surface ornaments, some regard

would be paid to proportions that prevail in nature. Conventionalizing of floral subjects is a staple of machine made furniture decoration. But so crude are the models and so imperfect their cutting by machinery, that it is no easy matter to discern what the original sketch may have been. American boys and girls, if trained in the natural principles of color, would not contribute to the spread of eye diseases by horrors in plush or brocade combinations. Will those who have charge of the American primary school system never realize that until education in form, color and design is made part of the primary course we shall be barbarous? We shall still employ foreign born and foreign bred talent throughout the highest planes of our most profitable American manufactures."

For detailed information regarding the work in drawing, I refer you to the report made by the Supervisor, Miss Emma S. Small, whose energy and skill in outlining the work and assisting the regular teachers, made success possible:

Superintendent Frank J. Barnard:—

DEAR SIR: In taking a mental inventory of the achievements of the past school year, and comparing the same with those of the preceding one, I am gratified to find marked improvements in the work of both teachers and pupils.

Realizing the many disadvantages arising from a rapidly increasing and ever varying school population, a lack of room and materials, together with the introduction of new methods, the results of the first year far exceeded my expectations.

We were obliged to contend with a few of those disadvantages during the year we have just completed, but a portion of them were removed for us.

Necessary models were added to our store, a generous supply of colored paper aided us in our designing, while the better quality of clay furnished during the last term rendered the work in modeling more interesting to all concerned.

Clay modeling was taught in the three lower grades, but the work in the third year was not as uniform as might be desired.

We are now furnished by the Board of Education with the requisite facilities for good work, and I hope, when a suitable time shall arrive, to introduce advanced modeling into the middle grades.

The regular work in form study, cutting, pasting, making, stick-laying and paper folding has been done in the primary grades. In the fourth grade soap cutting was added.

Some excellent work was accomplished in the way of pattern development, and object making in the sixth grade.

The work in drawing from objects and plant forms, undertaken in the fifth to the eighth grades inclusive, showed earnest, thoughtful effort in the right direction.

Much enthusiasm was shown in the seventh and eighth grades in designing, paraffine carving and wood cutting.

The success obtained by many of the teachers in the latter work, as shown in our State exhibit, encourages me to suggest a uniform course in manual training to be carried on in connection with the drawing throughout the primary and grammar departments.

The enthusiasm displayed by pupils, the manifest interest of parents in the matter are indications which point towards one conclusion, viz.: that the training of the eye and hand of the child, in conjunction with his perceptive faculties, is an eminently essential part of his education.

Respectfully submitted,

EMMA S. SMALL,
Supervisor of Drawing.

MUSIC

The progress in music this year has far exceeded my expectations. Teachers and pupils alike have entered into the spirit of the work and have given it not only great interest and enthusiasm, but hard study. This being but the second year of music in the schools as a regular study, many of the classes are not doing the work that will ultimately be done in their grades. Much has been accomplished in bringing all the grades to the requirements of the course of study. The primary classes, of course, begin with the regular work intended for them, while the higher classes, by reason of their greater mental ability, were able to complete the primary work and in a measure begin the lessons intended for the higher grades. I hope to be able to announce a series of concerts the coming year, as a practical illustration to the public of the musical ability of our pupils. The study of music is so positive an aid to the mental development of the child, so helpful in governing, so beneficial to the proper moral growth of the pupils, and so restful as a recreation, that I hope to see the study of it fostered and encouraged. Prof. H. S. Sharpe, the supervisor, whose report is herewith submitted, has given his best efforts towards making the study of music a success, and I am glad to say that he has accomplished much in that direction and is entitled to great credit for the enthusiasm and zeal aroused.

F. J. Barnard, Superintendent of Schools:—

DEAR SIR: A few years ago music was considered to be for a specially favored few. Thanks, however, to our public schools, this is no longer the case, and every child who pays proper attention to the art can become proficient in it.

I have aimed during the past year to teach that music is for every one, that any child of ordinary ability can learn to sing, and understand its

laws and fundamental principles. I have tried to cultivate the musical ear so that the difference between intervals of the scale can be appreciated. A boy's inability to sing does not necessarily imply that he cannot learn music. If he cannot sing, then whistle the melody. Very often, especially in the eighth year and High school, the voices of the youths are undergoing a change which makes it impossible for them to sing, and in some cases to speak distinctly. That is no reason why he cannot understand the common laws of music so that when he arrives at maturity and his second or male voice comes to him the musical knowledge he has gained at school will stand him in good stead and prove a solid foundation if he wishes to continue his studies in the art. I have noticed with regret in a few cases the parents of a child have written notes to the principals asking them to excuse their son from the study of music, often alleging as a reason that the boy has no ear for such. I invariably refuse their request, saying that an inability to sing does not prevent a boy from passing a musical written examination on the laws of harmony. A good many boys have never made the effort to sing before they came to school, and it is surprising, when they do once make the effort, how well some of these boys, who wished to be excused, sing. In many instances they have become the best and often leading singers of their respective classes.

One example of perserverence by the teacher was rewarded beyond my utmost expectations. A boy who could not imitate a musical sound at the beginning of the year, getting a perfect mark at the final vocal examination. The more I teach, the more I am convinced of the very small percentage of boys and girls who have no ear for music, and I am sure if the course is taken, a large proportion of pupils can graduate in music as in that of any other study.

Singing is a healthy study—expanding the lungs, clearing the throat and strengthening the vocal cords. If a boy or girl sings well the cold winds do not affect them; they are not so subject to colds as those who never exercise their throats. The physical culture and music teachers find many of their breathing exercises identically the same, and go hand in hand towards the object of strengthening the lungs by deep breathing.

I earnestly recommend singing as a pleasant mode of beginning the day's study. I am sure it invariably puts the pupil in a happy frame of mind. It should also be interspersed with other studies during the day. I know of no greater relief to a mind that has been intent on arithmetic, geography or some other obtuse study than that of singing a hearty song.

I have especially endeavored to cultivate in the pupils a love for American national music. It is surprising the very small percentage of pupils who knew even one verse of "My Country," "Star Spangled Banner," at the commencement of the year. Believing that patriotism is kept alive largely by the singing of national songs, I have paid particular attention to this branch.

I find after six months' trial, my music board used in the second grade at the Denny school has been successful, and I invite the Board of Education to investigate its working with a view to its general adoption

in the city schools. The great advantage this board has over the music charts, is the fact that the pupils handle and place the notes themselves, thus impressing upon their minds the correct position of the notes, rests, bars, etc. It is a musical object lesson, worked out by the pupils, and saves the teacher a great deal of blackboard work.

I wish, with the sanction of the Board of Education and Superintendent, to place this music board in every second and third grade room in in the city, those being the years, in my opinion, in which it can be used to the best advantage.

The written examinations held in the grammar grades have been most satsifactory—the pupils giving papers that showed they had been paying great attention to the course of instruction. The answers to the questions on musical memory, towards the latter part of the year, showed conclusively the great progress made in this branch of the art—the fact of the last examination of the fifth year being more difficult than the first examination of the eighth year proving the progress made.

All pupils from the first to the fourth year were examined orally and separately, fif y marks being given for singing the intervals of the scale as pointed by me on the blackboard. In the third year grade, however, fifty marks were given for individual singing and fifty for written paper work.

In the upper grades much interest was manifested in music dictation, also writing in turn different tunes on the blackboard, the class discovering what they were, and singing them.

I have endeavored to make the pupils realize that singing is one of the most enjoyable things we can do, and instead of being a task, is a privilege to be enabled to study it.

I cannot speak in too high terms of the enthusiasm displayed by the teachers; in every case they have carried out instructions and by their patience and hard work overcome many obstacles. I am sure the interest and love already shown in the art will develop and grow until we need not be ashamed to have Seattle school children sing anywhere.

I close my first annual report by thanking the Board of Education, the Superintendent and the teachers for the unfailing and enthusiastic support they have given me during the past year.

Respectfully,

H. S. SHARPE,

Supervisor of Music.

OUR ILLUSTRATIONS

That our citizens and friends of the schools may more clearly comprehend and understand the course of instruction in some lines of work, I submit photographic reproductions of work actually done by the pupils.

I regret that all the subjects cannot be thus illustrated in this report, but hope to be able, in the next year's report, to give specimens of work in other studies.

The illustrations of the work in drawing, taken from the first eight grades, give but a limited idea of the work done in that department.

In "letting down" the drawings from objects and plant forms to the diminutive size necessary to the space, it was impossible to show the proper quality of line, essential to all good drawing, which existed in the original; otherwise than that, the reproduction is exact.

The colored designs are developed as follows: The pupils study some plant, dissect the leaves and flowers, and from the whole or a portion of them, make conventional drawings, which they use as units to form a design suitable for application to industrial purposes. This they draw upon colored paper. When the drawing is completed they cut with a sharp knife upon all the lines, and mount the design upon whatever color their taste may dictate.

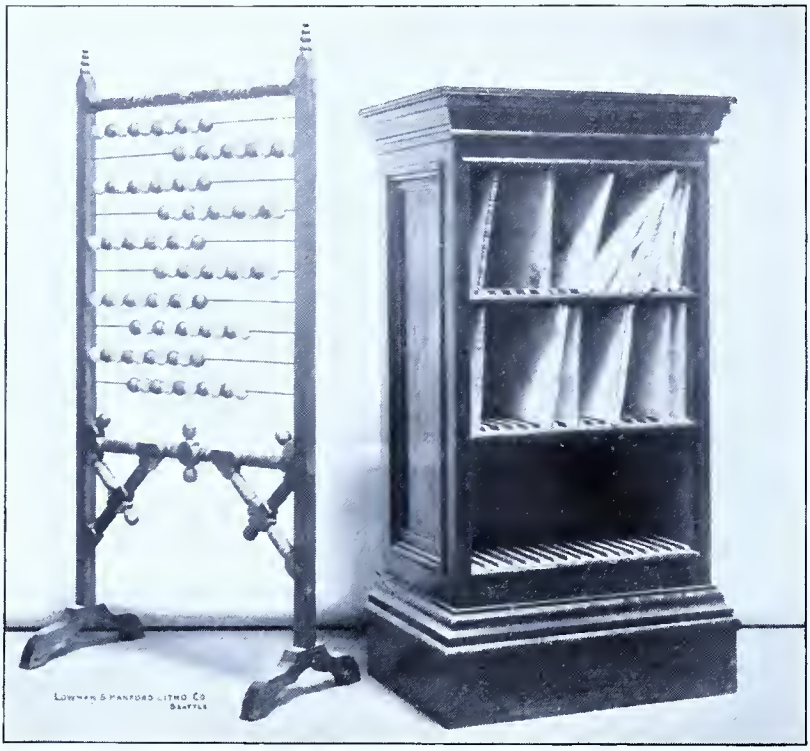
The wood cutting is work done outside of school hours, at leisure moments, and is only one of many devices used to develop observation, judgment and skill, and to train the eye, brain and hand to work in conjunction.

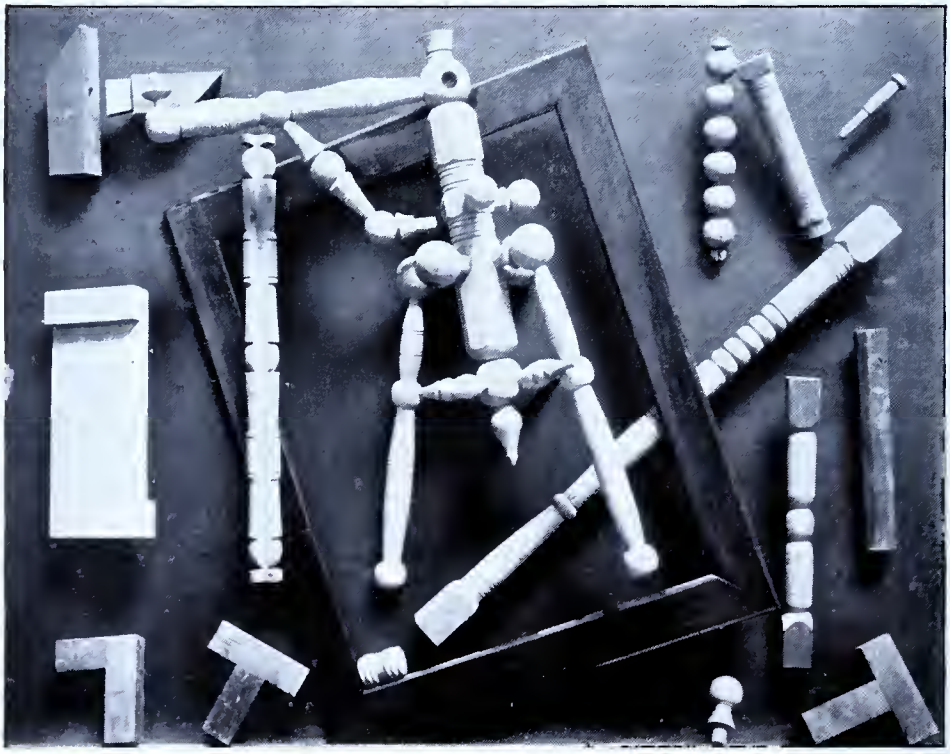
Want of space prevents a fair showing of the work done in the High school, in drawing.

The designs in colors are photographic reproductions of work done in water colors by High school pupils; the size being greatly reduced.

Charcoal work, in light and shade, drawn from models and natural objects, is also shown. The practical application of drawing to regular school work, is shown by pupils' sketches in the study of the natural sciences, and also in the historical and geographical maps. It is well to remember, while examining and criticizing these specimens of pupils' work, that drawing and writing have been taught regularly by special teachers but two years, physical culture one year, and manual training simply a beginning.

The music board, as shown in the illustration, was originally designed by H. S. Sharpe, Supervisor of Music, to provide a musical object lesson to the pupils. The teaching by ob-





Pupils' Work in Industrial Department.

ject lessons having become so universal, especially in the lower grades, and the learning of the names and positions of the notes by charts, being tedious and uninteresting for little folks, the idea of impressing the names and different forms of notes and musical characters on the minds of the children in a practical way, was suggested to him.

It is claimed that this is the only practical music object lesson before the public, and that this music board is superior to the charts which have been used before in lower grades. The pupils being required to set up their lessons on the board, handling and fixing the notes themselves, have these notes and positions indelibly fixed in their minds.

Charts have only one set of exercises printed on them, but the music board practically never becomes exhausted, any musical handbook furnishing new material for the pupils to work on.

The movements in physical culture are so many and varied, that it would be impossible to give by means of illustrations, even a fair idea of the work done. The photographs taken are of pupils of the High school, and of the class sent to Fairhaven last year. The general work done and the system taught is very well shown, however, in the series of photographs, some 200 in number, that were taken for the educational exhibit in the Washington State Building at the World's Fair.

MANUAL TRAINING IN PRIMARY AND GRAMMAR SCHOOLS

Fully ninety-five per cent. of the pupils who leave our public schools must sooner or later engage in manual labor. The growth, the substantial wealth of this country, depends entirely upon the ninety-five per cent. of the pupils sent out from our public schools. The great and important questions affecting our commercial existence, the problems of labor and capital, are to be solved by the ninety-five per cent. Our destinies, human and national, are in the hands of the ninety-five per cent. Some of the riches found in the mountains and valleys,

streams and waters of our own Evergreen State, are to be gathered by the multitude of boys and girls sent forth from our public schools—the ninety-five per cent. But the *size* of their share of the golden fleece will depend entirely on their ability to cope with the skilled labor of foreign countries. Our boys and girls are possibly well trained intellectually, but their taste for work has not been cultivated. They crowd into the cities seeking, what they are pleased to term, genteel employment. They pass by the riches on every side of them because, in their deluded minds, the labor of the miner, the mechanic, the farmer, the draughtsman, the real wealth producers, is beneath their dignity. The protection that the trade of this country needs, the protection that labor needs, is the protection secured by cultivating a respect and taste for work—for the trades. The gold, silver, copper and iron, left undisturbed in our mines have but little value until dug out by labor, put through the smelter by labor, and finally by manual labor worked into forms which in value are many times that of the original ore.

Who shall work our crude products into the valuable forms? Our boys and girls, or the boys and girls across the water?

The clays and sands of our hills, in the hands of skilled labor, will give us delicate and beautiful articles of glass, pottery and porcelain, worth thousands of times more than the crude products. Shall we send the difference in value to other lands, or keep it ourselves?

A pound of pig iron worth one cent increases to a value of fifty cents when worked into inch screws; seventy-five cents when worked into fish hooks; $6 when worked into sewing needles; $10,000 when worked into hair springs for American watches. So, too, with every article of raw material found or produced in this country, whether of mineral, vegetable or animal kingdom, the skilled labor increases its value enormously. Many of these raw materials are sent to Europe to be returned to us, after passing through the hands of the skilled workman, at a price six hundred per cent. higher, and the six hundred per cent. is left in Europe. We should fear the skilled labor of Europe, not the pauper labor.

We should have skilled labor in this country to compete with the skilled labor of foreign countries. We have the nat-

ural resources—the products—let us educate the children to appreciate their value and to respect the labor that will increase it. In short, let us while training the mind, also educate the eye and the hand. Let us have industrial work, manual training all along the line, from the kindergarten to the university, and we shall be not only wealthier but a happier people. Again, assuming for the purpose of the argument that our boys *do* honor and respect honest labor and wish to learn a trade, they are not allowed to learn it, as evidenced by the following extract from an article on New York Trade Schools in the Century for August, 1892.

"The old apprentice system has gone, never to return. Both the spirit of the time and the changed conditions of trade are against it. Outside the large cities, in the so-called country districts, boys can still be taught a trade by the workers in it; but in the large cities, where skilled labor is in demand, this is no longer possible."

The remedy is the industrial school. Ought we not to aid and encourage manual training in all our schools—primary, grammar and high? It is not enough to confine our work in this direction to the boys alone. The girls need help in the line of industrial education.

I quote from Mac Arthur's Education in its Relation to Manual Industry:

"Every lady should be taught something useful. It will enable the wife to make home more attractive. She will be more intelligent, a better companion, and more loved as a mother or as a friend. Her dormant faculties will be drawn out and cultivated, making her stronger for good; and, when the storms of life come, she can brave its dangers and struggle successfully with its disasters. There is scarcely a sadder sight than the condition of a woman who has been taught only in the fashionable methods of the day, when misfortune has swept away her accustomed means of ease and luxury. Her delicate fingers which have been used only for the display of rings, and her soft white hands can not, in nine cases out of ten, be used for practical purposes. She can select no pursuit, for she knows none. And while Nature calls for work of infinitely various character, suitable for the support of all her offspring, this poor woman knows no kind of useful labor.

"Besides these, there are multitudes of young women who have to earn a living before getting married, and many more who never get married at all. They do not wish to spend their lives in domestic service, and they refuse to be a burden upon relatives who can ill afford them a support. Now, if the proper course is taken to render them competent, there is al-

most an infinite number of employments which are suitable for their sex, and upon which they can successfully enter. Indeed, they can almost choose their own pursuit, even to learning a trade. * * *

"The whole field of decorative art is open to her taste and genius. Her capacity to occupy it is indicated by her love of ornament, her appreciation of graceful forms, of charming contrasts, of beautiful frescoes and paintings, and of elegant furniture and draperies. The refined state of the decorative arts is conspicuous in the elaborate splendor lavished upon the dwellings of the rich and refined residents in our towns and cities. The principles of design upon which they depend can be acquired by the exercise of ordinary care and diligence; and if women were equally willing to carry on this work, they are as competent as men, and perhaps could excel them in these beautiful productions.

"The same may be said of architecture. The act of acquiring a knowledge of its elementary principles involves endowments with which woman is finely gifted. She draws and designs with ease and elegance. Eminently perceptive and poetical, she could interpret her ideas into domestic buildings and imbue them with a kind of life, and make their walls and proportions speak of her imaginative and romantic feelings. Our edifices would receive a more pleasing combination than is produced by the reasoning faculty, which is alone exercised by man in his building designs. She would feel the best thing to be done in the number and arrangements, for who but a woman can know a woman's wants? Yet she has been completely ignored in building the house, and hence we behold in almost every dwelling clumsy proportions and styles more or less vulgar and false. Indeed, the finest structures are often the most destitute of any sense of comfort. Let women be trained and practiced in household architecture, and you would see sentiment where there is now a dry detail of brick and stone, and a charming niche or a cozy recess in every empty space; and her appreciation of beautiful forms, of graceful details and picturesque outlines would appear in the mansion where she herself is cynosure of all within its circle.

"Besides these, there are drawing, wood carving, modeling, ceramic painting and other branches of art, pottery, the whole field of designing and ornament, working in leather, design, repousse, painting, and an indefinite number of employments suited to her capabilities and health, all of which are made possible by these training schools for women, showing that there is no sex in work except ability and adaptation.

"New trades are opened every year to women. The census of 1890 shows that they are employed in a great variety of work; such as the manufacture of artificial feathers and flowers, book binding, shoe work, tailoring, dress making, confectionery work, twine making, corset making, fire-works, canning vegetables and fruits, dressing skins, making hosiery, matches, cigars and cigarettes, model making, photographers, telegraphers, plumbers, pipe, elastic and pocket-book makers, shirt makers, pump and refrigerator makers. There are also female doctors, preachers, insurance agents and trained nurses for the sick, type setters, writers, authors and poets, artists, painters and sculptors, bank presi-

dents, cashiers and treasurers. Many women, young and old, are doing good work, and earning good wages in these various employments. And the better the work the more it pays. No work is so costly as cheap work, and to this end the girls should have an education suited to these new opportunities, and we ought to be sufficiently liberal and enlightened to see that they also get a general industrial training."

THE HIGH SCHOOL

The general condition of the High school is better than one could reasonably expect with such limited facilities and accommodations.

I regret, beyond measure, that we were unable to have a separate building this year, thus not only enabling the High school to work to better advantage, but relieving the Central school as well. Better laboratory facilities are needed for the proper study of botany, chemistry, physics, zoology and physiology. Individual investigation and experiment should be encouraged. Mere text book study of the sciences, a tiresome, mechanical memorizing of statements and facts, is a waste of time and money. No good can result from such teaching, and unless facilities are provided for laboratory work, opportunities afforded for experimental study and observation of the subject, it would be far better to drop all such studies from the course.

We all admit, no one denies, the good that will result from a proper development of industrial work, an encouragement of manual training; but success in this direction demands more room, requires the forges, lathes and tools necessary to work in iron. We need the services of a man in the department of manual training, who is thoroughly competent in theory, in actual practice at the bench, lathe or forge, and above all, in ability to teach and instruct others. I trust we shall be able, the coming year, to rent a large room for the manual training class, at least partially, if not completely equip it, and then give the work such attention, such well directed energy, as its importance deserves. I am convinced that the work in the Normal Department should be extended one year, making the course five years instead of four. To be a successful teacher

one should have more than an ordinary education ; in fact, the work of an ideal normal training school, should follow that of the college or university. The need of well educated teachers is just as necessary in our elementary schools as in the High school. A mature in mind, well educated teacher brings to her work one very necessary qualification—an ability to *appreciate* the magnitude and great importance of the work to be done. She has something more than a smattering of knowledge. Such a teacher has a reserve fund that will give her great strength, render valuable aid in studying the capabilities of the children placed in her care. I do not believe that a High school course of study is a thorough enough intellectual preparation for teaching, but if we are forced to be content with that amount of academic work, we ought not to lessen and weaken it by allowing the normal students to abandon a large part of it, in order to study the theory of teaching.

No one should be permitted to enter the Normal Department, except on presentation of a High school diploma, or by passing an examination in every study in the High school curriculum.

There is much to do to bring the various departments of the High school to required standards, but with proper facilities afforded them, a continuance of the faithful and successful work done during the year by Prof. Heston and his very able corps of assistants, will soon accomplish it. Observation leads me to the belief, that something more is necessary to gain admission to the High school than simple per cents. or Grammar school standings.

The candidate should be above reproach in morals and manners, and admission should be refused to all not having a perfectly clean record in deportment. The High school is no place for the indolent, no place for the clowns, no place for those who are unable to appreciate the importance and necessity of hard work, close application to study as a means of preparation for life's struggle, which to many is but a very few years away.

Our citizens are proud of what has been done in our High school, and they well may be ; but its growth will be retarded if the regulations governing admission to it are not ri idly enforced.

One very encouraging evidence of the success of the High school, is the *esprit du corps* of the students. They are proud of their respective classes, and are strong in their affections for the Seattle High School.

As a body, they are studious, thoughtful, and best of all, ladies and gentlemen. Their share of the work that will be done to make the school a great success, will not be small. I herewith submit the report of Prof. John W. Heston, who, as principal of the High school, is responsible for the great progress made during the year.

SEATTLE, Wash., Aug. 31, 1892.

Prof. F. J. Barnard, Superintendent City Schools:—

DEAR SIR: I hereby offer a few remarks concerning the condition and needs of the High school as indicated by the work of last year.

Statistical information has been submitted in our monthly reports and need not occupy space in this one.

We have had classes organized in all branches included in our curriculum and have pursued the studies as there arranged. We had a class studying Greek for the first time, also one pursuing the normal studies of the senior year.

All classes, except the senior, had regular instruction in reading, and all but first year pupils had practice in public speaking. These "*General Exercises*" are often difficult to provide, but rank among the most important in any school. I hope it may be possible for us to give more time to them in the future.

Two new features of the year were our military company and the exercises in physical culture. Both of these are extremely valuable and yet too often entirely neglected. Young men in such a company gain a knowledge of military affairs which may prove useful in after life, and they learn to render implicit obedience without questioning the source of authority—a most useful lesson for citizens, and one not obtained in any other relation so effectively as in this.

The extent to which our pupils have improved by these exercises was illustrated in March and June by public exhibitions, and for the time and facilities at hand the pupils certainly reflected great credit on themselves and those directly in charge of these subjects.

We find it difficult to progress in either the drill for boys or physical culture with the girls in our present location.

Both exercises demand room for movement not possible in a crowded and poorly ventilated building.

Our military company is purely a voluntary organization and has not therefore been in the highest sense a school of discipline. I should like to see this changed and put under the authority of the faculty; not to require all boys to join, but to have those who do compose the company feel the necessity of prompt obedience. The company numbered about forty last year and will probably increase to more than fifty this coming year.

Some of our work suffered seriously during the year for want of suitable recitation rooms. This will be corrected to some extent by recent action of the Board granting us more rooms on the second floor; yet it will never be possible to secure the best accommodations until we have a building specially arranged for High school work.

I must admit I am still dissatisfied with our facilities for developing the English department, we have been unable to give it that attention necessary to a high degree of success. I made a report of this to the Board during the year and then suggested more help on this special branch. I still regard this as desirable. No one teacher has time and strength enough to do the personal work of guiding so many in learning to write and speak. If the average boy or girl is to become a clear, concise and accurate writer, it is by personal guidance and care on the part of a teacher; and since no other accomplishment obtained in school is so generally useful, I feel it is important to give the subject more attention.

It seems to me needful to make a few changes in our course of study. These have been rendered necessary by modifications in the Grammar grade work since the High school course was arranged and by the demands of some higher institutions of learning.

On account of United States history being studied an entire year in the eighth grade, I think we should omit it from our course and give that time to zoology, and then change the time of zoology to fall and spring terms, placing physiology in the winter. This will enable pupils to collect specimens to better advantage. There is quite a demand for more extended work in all our sciences. We are sending pupils to colleges and universities every year. These institutions of learning are raising their standards of admission, *e. g.*, Leland Stanford Junior University requires physics to be continued a year and the course to include considerable laboratory practice. The same is true in chemistry and zoology.

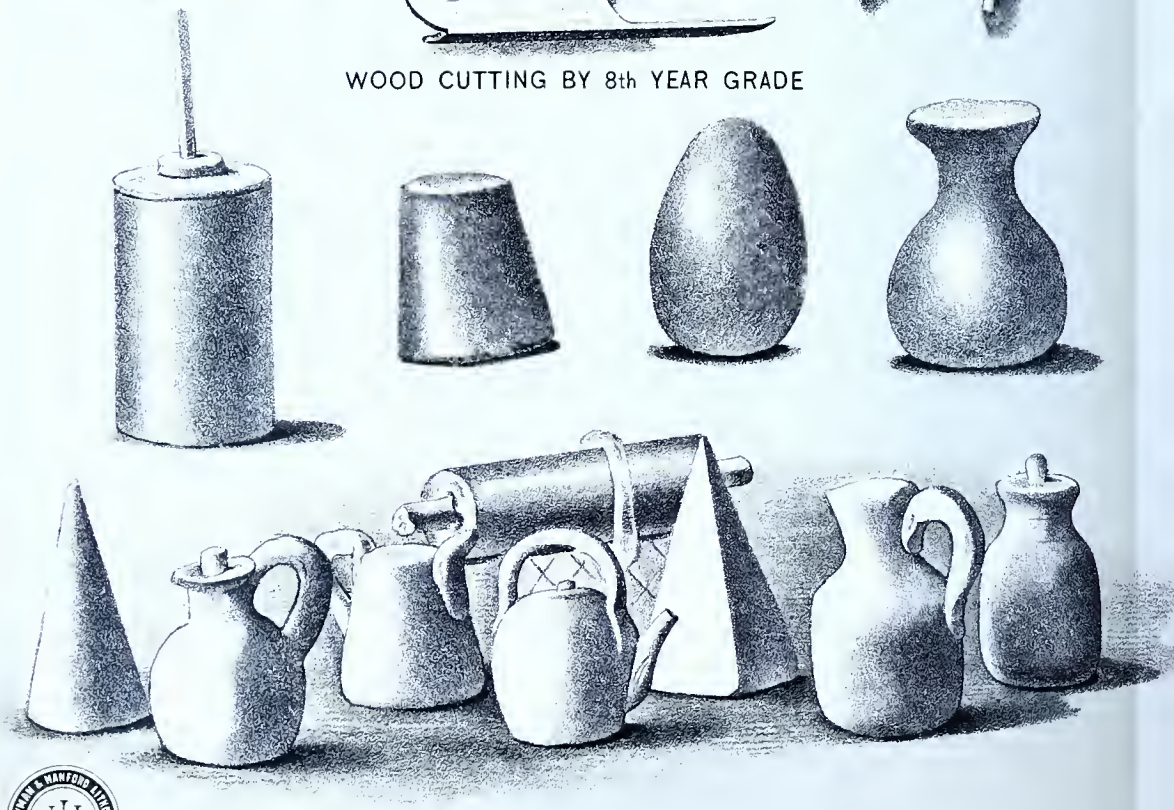
There is an equal amount of time required on history and other branches included in a preparatory course.

I believe it is our duty to comply with these requirements and fit our pupils for admission to any institution in the land. This suggests another change in our course. We should allow Latin or German in the scientific course, not to *require* it, but offer electives. Many of our pupils desire to study Latin or German and do not desire a full classical course. The election mentioned is allowed in nearly all our best High schools.

I think we should also extend our Normal course to a Post Graduate year. This is desirable for two reasons. It will hold the young people to five years of study instead of four. They need it. No young girl is fit to teach until she has given mature reflection on her profession, its aims and methods. She must also observe how others teach. All her time is needed the first year of her special work to carry the studies of the course.

One more year, then, is necessary to acquire sufficient experience in the art of teaching—in observing the methods of good teachers. This

WOOD CUTTING BY 8th YEAR GRADE



LOWMAN & HANFORD LITHO. CO. SEATTLE

CLAY MODELING BY 1st AND 2nd YEAR GRADE

year substitute work could be arranged that would save the employment of substitutes and would be profitable experience for those intending to teach.

We are in need of a chemical and physical laboratory. The demands of higher institutions make it necessary to give a large amount of time to laboratory work, without which they will not admit our graduates. I have suggested the fitting up of a room on the north side of the assembly hall. This will enable us to carry on our work with reasonable success until another building is secured.

During the year the Board has furnished us with better appliances than we have ever had for instruction in natural history. This increased the efficiency of the department greatly. The cabinet is growing rapidly. This year nearly three thousand plants have been collected and classified. We need a few more microscopes for analytical work. Two dozen are enough for the present, The use of the microscope is much more general than ever before. The method of studying botany and zoology is such as to require almost constant use of instruments. My suggestion is to get one for each pupil in a section. They do not cost more than $8 each and will last a long time.

We should in addition have half a dozen compound microscopes in the department. These, however, are high priced, and the one we have is made to serve a variety of uses by careful arrangement and division of classes. The Denny school has allowed us to use their microscope. I recommend its purchase, though new ones of a better pattern can be had now, for less than this one. It will, however, serve us very well, and is not needed at the Denny.

I am extremely anxious to see the Board develop our industrial course. I most earnestly commend this to you, and to the early attention of the Board.

It is more important than any other feature of education to-day. I would rather see all the Greek, Latin and German abolished, important as they are, than not to see the industrial work developed. Every state is obliged, out of mere self defense, to encourage manual training. The best public schools in our land make this a prominent feature of their efforts to educate. We have only begun. We need at once a shop fully equipped for both sexes. This can be secured at a very reasonable price, and I hope you may be able to secure prompt action. We have waited two years for a new building. Let us not delay any longer, but secure a shed of some description and furnish it with such apparatus and machinery as are necessary. The Woodaman Car Shop is near Central school, is vacant, and can be rented or purchased. I repeat my suggestion of some weeks ago, viz: to secure this entire building, use it for shop, gymnasuim and armory until something better can be provided.

We have absolutely no place in which to give any physical exercises to our pupils. More desks are being crowded into the assembly room each day, and less space is left for moving students *en masse.*

This leads me to call attention once again to the need of a building exclusively for High school purposes.

Each day increases the necessity, or demonstrates its importance.

The new school year will open with more than two hundred and fifty pupils. If these are to be accommodated at all they will crowd out many other grades from the Central building. And even then will not be adequately provided with school facilities, so that we should by all means have a building of our own. I do not care so much where this is located, as that it shall be complete in all its appointments and adapted to our needs.

Locations have been suggested in many parts of the city. There is difficulty in securing a central site at a price that will receive the approval of the people, and to go away from the immediate center of population is not considered wise. I have not regarded it as within my province, but I am certainly impressed with the importance of something being done very soon.

If a site cannot be secured where it is thought best, why not go east, north or south of this and do the best that can be done? For example, an entire block might be secured south of Yesler avenue, not a very great distance from the center of the city. This would not compare in desirability with the University grounds, but the latter cannot be obtained—the other can. I am ready to welcome a site anywhere in King county, rather than to be crippled in our work as we have been, and must be so long as we are in our present quarters.

In conclusion I desire to express my appreciation of the faithful and efficient services rendered by my associates in the faculty. They deserve the credit for whatever success has attended our efforts of the year.

The best influences in every school are those of the teacher as he or she come in direct and intimate contact with the pupil. That the majority of our pupils have been benefited by their school experience is, I think, evident from the progress they have shown. That all may be induced to form higher conceptions of life and to greater exertion after that which elevates and dignifies and develops and enriches life is the aim of our efforts in their behalf.

Respectfully submitted,

JOHN W. HESTON.

COMMENCEMENT EXERCISES

TUESDAY EVENING

PHYSICAL CULTURE EXHIBITION

RANKE'S HALL

JUNE 22, 1892, at 8 P. M.

PROGRAMME

OVERTURE ..... Orchestra

CHORUS ..... By the School

Sabre Song; Men of Harlech

MARCH ------(With Chorus)----------Thirty-two Girls

CHORUS -----(First time on the Coast)----------By the Girls
"Fairie Voices"

DRILL----------High School Cadets

SASH DRILL----------Twenty-four Girls

CHORUS----------By the Girls
"I Know A Bank"

THE ANVIL----------Twenty-four Girls
Dumb Bell Exercises

CHORUS----------By the School
National Airs

WEDNESDAY EVENING

OVERTURE----------Orchestra

SALUTATORY ORATION----------Florence Snoke
"Silent Forces in Education"

ORATION----------Albro Gardner, Jr.
"The Republic and Public Schools"

ORATION----------L. Pearl Case
"The Metric System"

CHORUS----------By the School
"Morning Light is Breaking"

ORATION----------Elizabeth M. Burwell
"Our National Prospective"

ORATION----------Lucy M. Startup
"Gunnery"

MUSIC----------By Orchestra

ORATION----------Brackett W. Case
"Partisan Legistation"

ESSAY----------Annie V. Johnson
"Woman's Opportunity"

ESSAY----------May E. Means
"Unknown Heroes"

CHORUSES----------By the School
"The Nightingate" "Sing On"

CHARACTER SKETCH----------Sadie Watson
"Alexander Hamilton"

VALEDICTORY ORATION----------Jessie E. Hurd
"True Object of Life"

COMMENCEMENT ADDRESS-------Prof. John Hamilton, of Pennsylvania

Presenting diplomas, by Principal

Awarding prizes, by A. P. Burwell

THURSDAY EVENING

ALUMNI MEETING

1 OVERTURE ..... Orchestra
2 PRESIDENT'S ADDRESS ..... Florence M. Stowell
3 HISTORY ..... Nina V. Cooper
4 SOLO ..... Hadie Gasch
5 PROPHECY ..... Lottie Scott
6 POEM ..... Minnie Grace Hughes
7 RECITATION ..... Van Smith

HIGH SCHOOL GRADUATES

Class of '86

Pierre P. Ferry
Fannie McRae
Hadie Gasch
Lily Piper
Lily White
Belle Vrooman
Emma Ulin
Emmett Russell
Millie Pickard
William Feas
Axel. Anderson
Albert N. Graves

Class of '87

J. C. Hubbart
Carrie B. Lake
May Fonda
Ada Calligan
Nellie Morse
Laura McGee
Willie Reeves
Florence Stowell

Class of '88

Lulu M. Cooper
Annie Hall
Vinnie Latimer
Maggie McDiarmid
Clara Mitchell
Margaret Moore
Minnie Reeves
Annie Rinehart
Maggie Yarno

Class of '89

Erroll Cabanski
Ida Dearborn
Sophia Hansen
Minnie Hughes
Carrie Koch
Helen Penfield
Geo. Wilson
Van Smith
Alice Staempfli
Grace Vrooman

Class of '90

Anita Hunt
Henry Jackson
Helena McRae
Marshall Million
Seth Morford
Lottie Scott
Myra Stowell
Blanche Treen

Class of '91

Etta Ackerman
Helen Gillett
Hattie E. Bray
Nina V. Cooper
Ida M. Foote
Huber Spiger
Bert Frink
Chester Morse
Hattie Proctor

THE NIGHT SCHOOL

No one of the many schools in our city is deserving of greater attention and encouragement than the night school.

Personally, I was deeply interested in the establishment of a school for those who, through misfortune or otherwise, were deprived of the privileges of the day schools, and I am grateful for the action on the part of your honorable body, that made the hopes expressed in my last report a reality.

Much remains to be done to build up the school, particularly in the directions of bringing its advantages to the attention of those who need them. There is a necessity for organized effort on the part of our friends to help the cause by personal solicitation among the hundreds of boys and girls, who, forced to work during the day, and not appreciating the benefit of a common school education, are swelling the ranks of the illiterate.

Compared with the number of children not in school, the attendance at the night school was but fair.

What is needed in our state is a compulsory education law, with provisions for its rigid enforcement, and I trust that our legislators will see the necessity of it and give us such a law. Those who have availed themselves of the advantages of the school during the year, were enthusiastic and interested in their studies. Many of the students remained in school the entire year.

Mr. E. S. Peet and his assistants, Miss Lillian Purdy the first half, and Mrs. Alice Leslie the last half of the year, were largely responsible for the success of the school. I submit Mr. Peet's report.

SEATTLE, Wash., July 1, 1892.

Mr. F. J. Barnard, Superintendent of Schools:

DEAR SIR: In every city there are young men and women of school age whose circumstances do not permit them to attend the day schools. News boys, messenger boys, shop boys and girls, elevator boys and apprentices, are all excluded from the benefits of our day schools—open only while they are busiest. Therefore, in response to a petition signed by several clerks, the Board of Education decided to put upon trial a public night school.

School opened October 26, 1891, with an attendance of twenty, including pupils of every grade. In a few days the attendance increased to

forty, and my daily program embraced fourteen separate classes to be heard in two hours. As a remedy for this crowded program, it was necessary either to lengthen the session or employ an additional teacher. To have the school begin earlier than 7 p. m. would be too soon after business hours to permit the pupils to lunch before school; to have the school continue later than 9 p. m. would interfere with rest required by pupils active during the day.

Therefore, you provided an extra room and another teacher which greatly improved the condition of the school.

Soon the enrollment increased to eighty with a regular attendance of sixty; but the location of the school on the first floor in a part of the city where the inevitable "gamin" could easily disturb us, proved undesirable and caused our removal to the comfortable quarters in the Seattle National Bank building, now occupied by the night school. This location is central and easily accessible to the largest number of those boys and girls who are in need of such a school. During the one hundred and forty days, school ending May 27, the average number belonging has been: boys 63.01, girls 5.08, total 68.09 with an average daily attendance of 49.07. These figures vary as the requirements of businees demand the help of the pupils during the evening.

By degrees, as the evenings lengthen and trade increases, the attendance and number belonging lessen; but the interest and improvement are marked, and it seems safe to say that the experimental stage is passed and that the necessity for a public night school is established.

Respectfully submitted,

EARL S. PEET,
Principal.

NECESSITY OF GOOD PRIMARY TEACHERS

All my past experience, but more especially that of the past year, leads me to urge the importance of selecting for the primary schools teachers of pronounced ability and success. The stability and usefulness of any structure depends entirely on the foundation work. If it be well done, laid by careful and experienced hands, then the superstructure will stand, and the whole will be a monument that will tell the story of the architect's success.

Still more important is it, that the foundation work of a child's education be well done.

The first four years of a child's school work are the most important of his whole school and college life. Mistakes made here, failures in discipline, questionable methods of teaching, and a child may be ruined. These years are critical ones for

the child; all the various faculties of the mind are to be roused, strengthened, developed and expanded. This is too responsible a task to be intrusted to the hands of a novice.

A mere school *keeper*—a hearer of recitations—should *never* be given work. Too many teachers when seeking positions ask for primary positions, when unable to master the subjects taught in the higher grades. No teacher should be employed in *any* school, who is not possessed of a thorough education; whose mind is not mature and well disciplined; who does not have a large reserve fund of knowledge and information. Primary teachers should not only possess these higher intellectual qualifications, but they should also have that rare gift, the ability to teach little children.

If we do our duty to the schools in general and particularly to the primary grades, all applicants for teachers' positions who do not possess the qualification of especial merit and fitness, or whose only qualifications are the need of the salary and the possession of some certain influence, should be promptly rejected.

HEALTH OF TEACHERS

During the past year there was some discussion regarding the health of teachers. There were a number of cases of sickness and one death. It was suggested by some that the teachers were overworked; that too much was required of them; that the course of study was too exacting, etc.

These suggestions prompted an investigation. While I felt that there might be some grounds for such belief on the part of the friends of the teachers, still I believed firmly that other causes were producing the results complained of. Many causes, none of which are connected with school work, might produce the tired, overworked, nervous condition and final sickness. It *might* be indigestion, over-ambition, an unreasonable desire to excel others, too much outside work in music, painting, sewing, literary society work, Sunday school teaching, and possibly, just a bare possibility, some were keeping too late hours with friends.

Personal observation leads me to think that lack of physical exercise was the principal cause, and in that belief, I submitted the following inquiries to the teachers present at the different grade meetings:

FOR HEALTH OR PHYSICAL EXERCISE

a. How many use dumb bells?
b. How many use Indian clubs?
c. How many use *any* apparatus?
d. How many take street car rides?
e. How many work in a garden?
f. How many are in the open air from 3:30 to 6 p. m.?
g. How many row a boat?

One hundred and twelve teachers answered the questions, and their replies are suggestive: Nine have dumb bells, four have Indian clubs, only twelve have any kind of gymnastic apparatus, thirty-seven take occasional street car rides, twenty-three work in gardens, only twelve took walks and fresh air after school, and twelve were able to row a boat. Is it any wonder that so many are tired and worn out? Another cause of so much serious sickness is the refusal of teachers to stop work until too late. Rest and care of the health at the proper time will oftentimes prevent long continued and serious illness.

Teachers should have good health. The school room is not the place for those physically unable to endure the mental and bodily strain. It is to be hoped that hereafter our teachers will take more physical exercise, more fresh air and put aside all such outside duties as tend to prevent proper rest or needed exercise and recreation.

TEACHERS' RELATIONS TO PARENTS

One of the most hopeful signs of the increasing and continued prosperity of our schools is the cordial support and encouragement given the teachers by the parents. Much remains to be done, however, by the teachers to secure still greater home support and positive aid in doing that which is best for the children's welfare. The teacher's success and usefulness in school depends on his relations with the parents of his pupils.

DRAWINGS FROM OBJECTS AND NATURE—5th, 6th and 8th GRADE

Parents oftentimes, through thoughtlessness or lack of information, oppose a teacher's plans for the pupil's benefit.

The teacher's duty in such a case is plain; he should visit the parent and have an earnest, candid talk.

A short talk with a parent, a frank statement of facts, a few questions, may give his thoughts the right direction and secure his energetic support. The expression, by the teacher, of a real interest in a pupil, will never fail to secure the warm sympathy of the parent. I hope to be able to report at the close of the coming year, that our teachers have visited and formed the personal acquaintance of the parents of all the pupils in their respective schools.

Such a course on the part of the teachers will secure, in return, the visit of the parents to the schools.

It is the *active* support of the parents that is needed, not the passive.

To show the aid, appreciation and moral support given our teachers by the parents, I submit a few of the many letters received by teachers in various schools of the city. I omit signatures:

SEATTLE, June 20, 1892.

DEAR ——

As school closes to-morrow, I suppose visitors are not wanted, but I wish to say we are very much pleased with the excellent progress Bessie has made since entering your school, and thank you ever so much for the interest you have shown in her behalf. Sincerely,

G. ——

GREEN LAKE, June 11, 1892.

DEAR ——

As the school year is about to close, I desire to express to you and Mrs. —— my appreciation of the work done by you. B—— has made satisfactory progress, having taken as high rank in his class as I could expect, taking his absence on account of sickness, into consideration. Environment plays its part in school as in other work, and when I recall the miserable excuse for a school building occupied almost the entire year, I wonder how you kept up such a general interest and accomplished so much. I congratulate you upon the completion of the new building and the increased facilities afforded for good school work.

As a citizen and a tax payer I wish to compliment your methods and express the hope that you may continue the work you have so well begun.

Will you kindly convey my thanks to Mrs. —— for the personal interest she has taken in B——. I hope another year to take a more active interest in matters pertaining to the Day school.

Yours respectfully, F. ——

SEATTLE, WASH., June 23, 1892.

MISS ——

I thought to be able to pay you a visit before closing of school, but as with people who keep putting off, I have put off too long. However, both my husband and myself are extremely well pleased with the progress made by both R—— and J——, and I beg you to say so to Miss—— for us, and to show her this note. I am feeling poorly and can't get out much, or I would have been to see you long ago and show my appreciation of your zeal and interest taken in our children. Hoping you will both return next year, I am

Yours respectfully,
MRS. G.——

CITY, April 20, 1892.

MY DEAR MISS ——

Will you kindly inform me by Charles whether you can call to take dinner with us to-morrow evening. We will be pleased to have you with us, to meet friends in whom I think you would be interested. Our children are doing very well indeed in their school work, and they will be specially glad to have you come. Hoping you can find time to call often, I am,

Sincerely yours,
MRS. A. ——

SCHOOL ROOM DECORATION

The action of the Board in giving each teacher ten dollars, conditional upon the pupils raising five dollars, making fifteen dollars per room, was a wise one. Much enthusiasm was created and a commendable rivalry started.

Pictures were purchased and framed, and many other things bought that will not only add to the attractiveness of the school room, but add to its refining influence as well. I trust that similar action will be taken the coming year.

PUBLIC SCHOOL ENTERTAINMENTS

As a means of raising money with which to purchase school room decorations, books, pianos and other necessary things, many of the schools gave entertainments during the year. This is deserving of hearty commendation, not only for the practical addition to the school property of such substantial

things as pianos, libraries, pictures and the like, but for the united interest of teachers and pupils in the advancement of the schools.

Too much cannot be done toward fostering the pride of our pupils in their schools and school buildings. I give below funds raised by the different schools, whether by entertainment or otherwise :

MONEY RAISED FOR SCHOOL ROOM DECORATIONS

Central School	$215 00
Columbia School	25 00
Denny School	109 55
Day School	88 00
Mercer School	148 00
Rainier School	151 65
South School	51 50
T. T. Minor School	72 00
High School	215 00
Total	$1,075 70

DEDICATORY EXERCISES OF THE B. F. DAY SCHOOL

One of the most important events of the year was the dedication of the new school building erected on the lot so generously donated by Mr. and Mrs. B. F. Day. Appropriate and interesting addresses were made by Mr. D. A. Spencer, Mr. A. P. Burwell and Mr. Thos. W. Prosch, members of the Board of Education, by Prof. T. P. Storey, Hon. B. F. Day and others. The programme of exercises was as follows:

DEDICATORY EXERCISES

OF THE

B. F. DAY SCHOOL, SEATTLE

WEDNESDAY, MAY 4, 1892.

PROGRAMME

1 FAREWELL SONG AT THE OLD SCHOOL HOUSE
2 MARCH TO THE B. F. DAY SCHOOL
3 SONG ..... Composed by Prof. T. P. Storey
"Hurrah for Our New Day School"

4 ASSIGNMENT OF PUPILS TO ROOMS
5 MUSIC ..... Band
6 INTRODUCTION OF PRESIDENT OF THE DAY ..... F. J. Barnard
7 ADDRESS OF WELCOME ..... President of the Day, Mr. D. A. Speucer
8 SONG ..... By the School
America
9 DELIVERY OF KEYS ..... Architect John Parkinson
10 ACCEPTANCE AND DELIVERY TO PRINCIPAL, FOR COMMITTEE ON BUILDINGS ..... Mr. A. P. Burwell
11 ACCEPTANCE BY PRINCIPAL OF B. F. DAY SCHOOL ..... Mr. T. P. Storey
12 HISTORY OF FREMONT SCHOOLS ..... Mr. Thos. W. Prosch
13 ADDRESS ..... Hon. B. F. Day
14 RECITATION ..... Miss E. E. Parker
Our Flag
15 SONG AND RAISING OF THE FLAG ..... By the School
Three Cheers for the Red, White and Blue

Mr. Spencer spoke as follows:

"The President of our Board, very much to his aud our regret, is unable to be with us this afternoou, and has requested me to represent him in bidding you welcome to our new school building. That you have this building at this early date, is due to the patriotic generosity of oue of the good citizens of Fremont aud his noble wife, whom we have with us this afternoon, Mr. B. F. Day and wife. The school board has always been auxious to furuish facilities for the education of every child in Seattle, but has at times found itself very severely taxed to do so. Within the past two years we have erected seven new school buildings with fifty rooms, and added eight uew rooms to the Denny school, so that when the citizeus of Fremont petitioued us to build a new school house, it seemed rather more than we could manage. At this time Mr. Day made his generous offer of the beautiful site upon which the school now stands, if we would put up the building. We accepted, and this is the result.

"Now that you have the building, what are you going to do with it? The children will all answer, get an education; but their more thoughtful parents will say, that beyond that, lay the foundation for good citizenship. We citizens of the United States and of this good state of Washington, are the governing power, and unless we govern ourselves wisely, we shall fail as a nation. To know how to govern we must have knowledge, for knowledge is power, and the foundation is laid in our public schools. If we succeed in anything we must work, and to the children here let me say: take every advantage you can of the school privileges provided for you. Work hard to maiutain an honorable position in your classes, aud strive hard to understand the meauing of the thiugs taught. Do not be afraid to ask why, if you cannot figure it out for yourselves. Do what you can to aid your teachers, not hinder them, and in the years to come, pleasant memories will hang about this school building over aud beyond the advantages gaiued, that will be stepping stones to your success in life.

To the citizens and tax payers here, just a word. You have always cheerfully aided the School Board by taxing yourselves for the ways and means to carry out this great work. Do not falter in it. Good schools cost money, and the better they are the more they cost. Always keep in view the object to be attained, and continue to our successors the cordial support you have given this Board.

In accepting the keys, Mr. Burwell said:

Citizens and Friends of Fremont:—We rejoice with you all to-day, that by the munificent generosity of one of your principal citizens and his wife, Mr. and Mrs. B. F. Day, we are enabled, as a School Board, to present to you for the use and intellectual development of your children, one of the finest school buildings in the state. Although but less than one-half of the full dimensions have been completed, we who have seen the wonderful growth of this suburb, have little doubt that in the near future you will need the whole building, according to the original plan. The boys and girls that I see before me are but the van-guard of a much larger company to be accommodated in this building. We congratulate them and their parents upon this happy change from poor and uncomfortable quarters, wholly inadequate for the work of your growing schools, to this larger and better equipped building.

These children are soon to take our places and yours in the active duties of life. It is eminently right and proper that we should give them the best preparation possible for that work, and that is a *good education.*

They need it, they deserve it, and for this purpose we have endeavored to give you a building for the work of your schools in keeping with the splendid gift of the grounds by Mr. and Mrs. Day, and such an one as you will be proud of as a community, and be glad to avail yourselves of its benefits for the advantage of your children. We take pleasure therefore in passing the keys and custody of the building into the hands of your efficient Principal, Mr. T. P. Storey.

Mr. Storey responded for the schools, and said:

Mr. President, Ladies and Gentlemen:—I return thanks to the Board of Education for this token of confidence, and hope that I may prove worthy of it.

Speaking for the school, I only wish I could express the pleasure we all feel to-day. After years of waiting and inconvenience, our hopes are more than realized. We are more than pleased with—we are proud of our fine building. I voice the thought of the people here, when I say that this substantial structure is not only a credit to this locality, and to the gentlemen under whose direction it has been erected, but it is creditable to the enterprising spirit that characterizes the city we love so well. Let no vandal hand deface it; may fire and tempest spare it, that the knowledge which shall be acquired within its walls may continue to benefit mankind for many generations.

Pupils, our friends have liberally, nobly done their parts, it now remains for us to do ours. Increased privileges bring increased responsibilities.

We should, we must now advance along all the lines of school work. Earnest, intelligent effort is necessary to success. Without it, the finest equipped modern institution of learning is a failure; with it, the old log school-house was a power for good.

Patrons of the school, we desire to thank you for the consideration and sympathy that have assisted us so much in our efforts under so many disadvantages to do good work. Few parents realize how much it is in their power to injure or to benefit a school—we confidently expect you to co-operate with us in making the Day school a success in every sense of the word.

No doubt we are somewhat elated with our good fortune in being permitted to occupy these handsome quarters, but of this be assured, our latch-string will always hang out to you. Come and visit us in our new home.

We begin this epoch in our history with happy hearts, bright anticipations, and, I trust, with a sincere desire to do our duty.

In behalf of the teachers and pupils, I heartily thank Mr. and Mrs. Day, the Board of Education, Superintendent Barnard, Secretary Whitney, Professor Sharpe, who has so ably conducted the music, and all who have in any way contributed to our enjoyment this day.

HISTORY OF THE FREMONT SCHOOLS

MR. THOS. W. PROSCH

The history of Fremont's Public schools does not cover a protracted period. Fremont, as this part of the city of Seattle is commonly known, had no existence whatever four years ago. On the 8th of May, 1888, E. C. Kilbourne, as attorney in fact of Edward and Carrie Blewett, filed a plat of the Denny & Hoyt Addition to the city of Seattle, and shortly thereafter began the sale of lots. The plat took in the greater part of what has since been included in the town of Fremont, and its filing was the initial step in the creation of a new and promising, and now important, community. The Blewetts were residents of the town of Fremont, in Dodge county, Nebraska, and in compliment to them the name was adopted here. Those were days of change, improvement and growth. The people came, and came rapidly. Their wants in the way of homes, streets, schools, churches, etc., had all to be supplied, in fact, a finished town made where there was nothing but woods, swamps and hills. The prospect would have been disheartening to any but courageous, determined people, inspired with faith in themselves and in the grand country about them. Within a year a town had sprung up, and land had advanced in value more than 1000 per cent. It soon became apparent that that great institution of the American people, the Common school, must be introduced. Agitation of the question resulted in the establishment of School District No. 66, February 1, 1889. George M. Boman, Isaac Burlingame and M. Densmore were appointed directors, and William Ashworth clerk. The Board held its first meeting on the 9th of February, to devise

ways and means to institute and maintain a school. Mr. Boman promised to pay the teacher's first month's salary; Mr. Burlingame undertook to secure seats and blackboards, and Mr. Densmore to raise such other money as might be required. The house of Mrs. Gale was taken at $12 a month, and Mrs. Gertrude Wheeler was engaged to teach, at $40 a month. The school was opened on the 25th of March, 1889, with thirty-five pupils, which number was increased within a fortnight to sixty-seven. Mrs. Nutter was then employed, at $30 a month, to assist Mrs. Wheeler, taking the younger children into her charge. The term continued twelve weeks, ending on June 14th. Including salaries of teachers, rent, furniture, stationery, fuel and all else, the costs aggregated the small sum of $284.80. The financial management of the school appears to have been superior. Not only were all bills paid promptly and in full, but a surplus of $229.41 was left to the school officers of the following year. It is interesting to see how this money was obtained. The records, from which this narrative is chiefly taken, inform us that cash subscriptions amounted to $178.50; that the apportionment of public money yielded $111.16; while $224.55 were the net results of a ball and supper.

For some reason or other, the school was not reopened in 1889, until the 18th of December. The people became restive at the delay. In response to the popular demand, the directors finally leased the Nichols building. Mr. B. F. Day at that time offering to pay $100 for the first three month's rent. James Brady was engaged as teacher, at $60 a month, and Miss Agnes M. Goddard, at $50 a month. Mr. Brady was dismissed for cause after five months' trial, and Miss Goddard succeeded him. Miss Goddard has continued in the Fremont and Seattle schools to this day, and the Nichols building has been used ever since, but probably will be no more.

During the last school year, under the old order of things, Mr. T. P. Storey was employed as principal, and Miss Mabel Parker as assistant. Miss Parker's health became impaired and she resigned, soon after succumbing to the disease which had attacked her. Mrs. Alice Carter succeeded Miss Parker. For the first time a janitor was used, at $5 a week, and the faithful clerk was paid $25 for his year's work. The schools became so crowded that it was necessary to exclude children under six years of age, and in addition, to secure another person to assist the two teachers. At the close of the term, the Board expressed its confidence in the teachers by re-electing them for another year.

The school census of 1889 developed a population in Fremont of 147 children between the ages of five and twenty-one years. Eighty-three children we e enrolled in the schools, and fifty-four was the average daily attendance. The year following there were 248 children between five and twenty-one, of whom 158 were enrolled in the schools, the average daily attendance being ninety five. School was taught 120 days; the receipts were $1,286.40, and the expenditures $1,041.69. The year after, ending June 30, 1891, the district was reduced in area, but notwithstanding this, considerable progress was made. School was kept going ten months, more help was employed, better wages were paid, and the en-

rollment of pupils reached 200. The enrollment of the present year numbers already 252, and will go higher. Five teachers have been employed: Mr. T. P. Storey, the principal; Miss Agnes M. Goddard, Mrs. Alice A. Carter, Mrs. Mary F. Chase and Miss V. Allis. Judging by the past, it is safe to predict for the next school year a necessity for not less than six teachers, and possibly for seven or eight.

The Fremont School Board had hardly organized before its members began to talk of permanent quarters. This at last culminated in a submission to the people of the question of levying a special 10 mill tax for the purchase of a site and the erection of a building. The election was the first of any kind held in the neighborhood, and occurred November 2, 1889. It was a double affair, eighty votes being cast, and resulted in the defeat of the special tax, and in the election of O. J. Carr and William Harding as directors, to succeed Messrs. Burlingame and Densmore, and Fred Blenkins to succeed Mr. Ashworth as clerk. Though the election had gone against the proposed special tax, the necessity still existed for a site and building, and repeated efforts were made during the next year and a half to secure grounds by gift, by lease, by bonding and by purchase, but without satisfactory termination. The matter was discussed at every meeting of the Board. On the 18th of January, 1890, the people, at another special election, by seventy-seven to forty-five votes, authorized the directors to purchase for $6,000 the block upon which the house dedicated this day is built. The directors refused or neglected to buy, however, and on the 9th of March they refused to accept the block as a gift from Mr. and Mrs. Day, on account of a condition by the terms of which the ground would have gone to the State of Washington in case of its non-use for school purposes. The people were once more asked to vote, May 2, 1891, upon propositions to purchase six lots for $2,100, to build a house to cost $10,000 and to furnish the same at an expense of $2,900. A lack of interest was manifested, and the election was not held. Thus ended all efforts of the old school authorities to get land and build, for about that time the electors of Fremont expressed themselves in favor of annexation to Seattle proper, whereupon the local Board ceased to exist. It may be here stated, however, that prior to annexation, directors Burlingame and Harding resigned, and were succeeded by Raphael Cheadle and A. W. Dexter, Mr. Blenkins continuing as clerk to the end.

Examination of the records gives proof of a remarkable interest in school affairs by Mr. and Mrs. Day. Two very generous offers have already been reported in this sketch. On the 13th of December, 1888, a letter was received by the Board from Mr. Day, offering to give $1,000 to aid in the construction of a $10,000 school house. All who know Mr. Day are confident that he would have surely and promptly made good this offer had the house been built. The accomplishment of annexation and the more favorable condition of Fremont school affairs effected thereby did not by any means lessen the interest of Mr. and Mrs. Day in the educational interests of their neighborhood. Mr. Day came at once to the Seattle Board of Education, and, for himself and wife, modestly tendered block 10 of Francis R. Day's La Grande addition, a magnificent

th YEAR GRADE — DESIGNED FROM WILD ROSE

7th YEAR GRADE — DESIGNED FROM LILAC

site for a school, a block of twenty lots 256 x 400 feet, worth $10,000, the finest gift ever made to public school authorities in the State of Washington. The offer was accepted, and was speedily followed by an unconditional deed to the property. Steps were immediately taken to make use of the block. Plans for a sixteen room brick and stone house, to accommodate 800 children, were prepared by John Parkinson, the architect, and on the 3rd of September, 1891, contract for the construction of a portion of the house was let to H. F. Nommensen for $24,994. That contract has now been about completed, and to-day we are in possession of the building. The house is probably the best of its kind in the state, and Mr. and Mrs. Day may well be pleased with the application of their name to it. The building, however, is not finished. Four school rooms only are at present available. Four more will be made ready during the coming summer vacation, and as soon as required the other eight room wing will be built, and the two divisions connected as in the plan. The completed building will cost not far from $60,000, and in these days of low priced material and labor, a grand school house can be built for that amount of money.

One of the pleasant features of the occasion was the delightful music furnished by the Excelsior Band, an organization composed largely of school boys. It is to be hoped that the pupils of the Day school will not allow this organization to decline.

OUR TEACHERS

I cannot conclude this report and remain unmindful of the fact, that to the principals and teachers is due credit for whatever successful results have been accomplished during the year.

Reference to the list of teachers employed, and a study of the column headed "Where educated," will disclose the fact that a large majority have been educated in institutions higher than a common school. Of the 130 employed, 42 of them were educated at professional training schools for teachers. There were thus represented in our corps, 30 different normal schools, giving our schools the benefit of many ways of many teachers.

Right here is the vital objection to a High school normal department. The schools would soon be taught by a corps of teachers all of whom were trained in the same school, and hence we would soon be in the "rut."

New blood is healthy; competition is life. It is encouraging to know that thus far merit alone has been the qualifica-

tion required by your honorable body when selecting teachers. This is as it should be.

Salaries paid here are such as will secure first class talent, teachers who are of pronounced ability, and it would be manifestly unjust and unfair to the tax payer to give his children a third class teacher at a first class salary. We need the very best talent obtainable.

The life and happiness of a human being depends entirely on the work, the skill of the teacher. We would not place our children on board a ship commanded by an inexperienced captain, or in charge of an ignorant pilot, simply because he needed the fare, or had some friend who urged us to let him have our children and possibly drown them. Why, then, should we place our children—our treasures, the apples of our eye—in any school not in charge of thoroughly competent and skillful educational pilots and captains—first class teachers?

Our very existence as a nation, the future of this glorious republic, depends upon our teachers.

It is a matter of history, that republics of the past were unable to survive. The life of the government depends on our schools. We must educate our children to meet the tide of immigration sweeping our eastern shores. This is a country where education is free, but nevertheless no school room door is open, no provisions made in any city or state, for the education of the illiterate masses coming from foreign lands. Their education must be indirect, that is, through their children.

Let us, then, employ none but first class teachers; those who, whether normal trained or not normal trained, can bring to their schools not only high intellectual qualifications, coupled with great skill in teaching, but a pureness of heart, decision of character, a love for children, and, above all, a generous nature that will make their presence restful and helpful to their fellow workers, and not a source of mental irritation or positive unhappiness.

SUGGESTIONS

Earnestly desiring that our schools may continue to improve and prosper, that our children may be well prepared on leaving school to take up life's burdens, and to assume the duties

of citizenship, I venture to make the following suggestions:

1. That Kindergarten schools be started in all districts and to that end, that children five years of age be allowed to enter school.

2. That none but teachers of superior qualifications and good health be employed in all grades.

3. That the classification of pupils be such as will permit them to advance strictly according to their abilities.

4. That the course of study be so modified as to permit the introduction of algebra, geometry and elementary science in grades below the High schools.

5. That the training of the mind, eye and hand be carried on together; and to that end, that simple industrial work be required in, at least, the grammar grades.

6. That sewing be taught the girls of the fourth and fifth grades.

7. That complete reference libraries be placed in every school building.

8. That all schools be well supplied with necessary apparatus.

9. That the plan for the decoration of the school buildings and rooms be continued in force the coming year.

10. That school lots be beautified.

11. That pupils be not housed in vacant stores or other unhealthy places, and hence that other school buildings be erected at once.

12. That the object of the instruction and course of study in the High school be twofold: to give the students a fair mental training, and to prepare them for some useful occupation, particularly in the line of development of the resources of our own state.

13. That the High school be equipped with complete working laboratories, and the manual training department well supplied with tools and machinery.

14. That sufficient material be supplied for work in drawing and clay modeling.

15. That physical culture be encouraged, and that all schools and buildings be well supplied with such apparatus as the Supervisor of physical culture may call for.

16. That cabinets be supplied to all schools, and the collection of specimens encouraged.

17. That Kindergarten schools, if started, be limited to thirty (30), and regular schools to forty (40) pupils each.

18. That measures be taken for the payment of all salaries and expenses in cash, thereby stopping the interest on warrants, and reducing the per capita cost of educating our pupils.

19. That a suitable room be provided for social meetings of our teachers and the friends of the school.

In conclusion, permit me to gratefully acknowledge the encouragement and warm hearted support given me by the Teachers and Principals, and the Secretary of the Board, and to thank your honorable body for the aid and good will given to us all.

Respectfully submitted,

FRANK J. BARNARD,
Superintendent of Schools.

RULES AND REGULATIONS

ARTICLE I.

Organization

SECTION 1. The public schools of Seattle shall consist of a High school, Grammar schools, and Primary schools.

SEC. 2. The High school shall be divided into four classes of one year each; First, Second, Junior and Senior.

SEC. 3. The Grammar schools shall consist of four grades of one year each; A, B, C and D.

SEC. 4. The Primary schools shall consist of four grades of one year each; A, B, C and D.

ARTICLE II.

School Year

SECTION 1. The school year shall consist of two terms of five months each. The Fall term shall open upon the Monday following the 29th day of August, unless differently ordered by the Board.

SEC. 2. The following holidays and vacations shall be observed each year: Thanksgiving day and the day following; the two weeks following the first four months of the school year and including December 25 and January 1; February 22; Decoration Day; and a Spring vacation for one week.

SEC. 3. A school month shall consist of twenty days.

SEC. 4. All schools shall begin their daily session at 9 o'clock a. m. The Grammar and High school, together with the A and B Primary schools, shall close their daily sessions at 3 p. m.; the C and D Primary schools at 2:30 p. m.

SEC. 5. There may be one recess of fifteen minutes during the forenoon session, to be taken out of doors unless the weather is inclement. Provided, that at least five full hours shall be devoted to school work, except in C and D Primary grades. At least ten minutes of each half day session shall be devoted to physical culture.

ARTICLE III.

Requisites for Admission and Membership

SECTION 1. All children, residents of the school district, who are over six years of age and are not otherwise disqualified, shall be entitled to attend the public schools of the city when furnished with the necessary books, slates, pencils and material required in their classes, but pupils not sufficiently advanced to enter the lowest grades, shall be admitted only during the months of September and February.

SEC. 2. Any pupil applying for admission to any of the schools shall present a transfer or promotion card if possible. If no such card has been issued, the assignment to grade and class shall be determined by examination.

SEC. 3. No pupil shall be admitted from a lower to a higher class except upon a satisfactory record in all the studies of the lower class. All pupils shall be on probation the first term, subject to transfer to a lower grade if not able to maintain a fair standing in their classes.

The "Yearly Standing" of pupils entitled to promotion shall be as follows:

Primary grades,	average	70.	No study	less	than	50.	
Grammar "	"	80.	"	"	"	"	60.
High school,	"	80.	"	"	"	"	65.

SEC. 4. Pupils whose parents or guardians are not actual residents of the city are required to pay a tuition fee in advance, and no such pupil shall be admitted or retained in any school when, from overcrowding or from any other cause, the interests of pupils whose parents or guardians reside in the city would thereby suffer.

SEC. 5. Tuition for pupils whose parents or guardians are non-residents shall be as follows: Primary schools, $25 per school year; Grammar schools, $35 per school year; High school, $45 per school year. It is the duty of Principals to collect in advance these moneys, and if not collected the Secretary shall deduct from their salaries the amounts found to be due.

SEC. 6. On entering school, each pupil shall be furnished with a list of books and other needed articles. A failure to provide the required books, within one week after the pupil's entrance into school, shall work a forfeiture of school privileges. Children of indigent parents shall be furnished with proper books, on application of the parents to the Superintendent. In all such cases the parents shall give a receipt for books furnished. Said books shall also be labeled "library books," and shall be collected by the teachers at the end of each term.

SEC. 7. No pupil afflicted with any contagious disease, or exposed to the same, shall be admitted to the schools.

SEC. 8. A plain scar, the records of the schools, or a certificate by a reputable physician, showing to the satisfaction of the Principal, vaccination within the previous five years, shall be evidence sufficient to entitle a child to admission to school. Children unable to produce such evidence shall be refused admission; provided, however, that children of indigent parents may be vaccinated at the expense of the district, upon written application of the parents therefor.

SEC. 9. Pupils are required to be neat and clean, both in dress and in person; when unfit to appear in school, they may be sent home to be properly prepared for school.

ARTICLE IV.

Duties and Powers of Superintendent

SECTION 1. The Superintendent shall devote his entire time to the duties of his office, and shall not engage in any other business or calling

whatsoever. He shall keep regular office hours, and shall have the general supervision of the schools and the teachers.

SEC. 2. It shall be his duty to acquaint himself with the latest and best thoughts on the philosophy and the art of teaching, and to recommend to the Board such changes in the schools as shall be in harmony with educational progress.

SEC. 3. He shall as often as practicable, visit each school, note the character of the instruction given and the modes of discipline adopted, point out the defects of teachers and suggest remedies, and see that the grade work and the regulations of the Board are faithfully followed. He shall report all delinquencies to the Board in writing, for such action as they may deem proper.

SEC. 4. He shall meet the teachers as often as he may deem advisable, for the purpose of giving systematic instruction on the subject of teaching and governing their schools, upon the nature of the school system, and the best means of accomplishing its object.

SEC. 5. He shall call the Principals of the schools together at least five times each year for the purpose of consulting with and directing them in the discharge of their duties.

SEC. 6. He shall furnish to the teachers the necessary school registers, blanks, etc., and see that the registers are properly kept, and reports properly made.

SEC. 7. He shall examine into every case of misconduct of pupils reported by Principals, shall consider all cases of suspension duly reported by the Principals, and his decision shall be final until action of the Board.

SEC. 8. He shall carefully investigate complaints of parents or guardians against teachers and, when necessary, bring the same before the Board.

SEC. 9. He shall, before the regular election of teachers, submit to the Board lists of names of persons whom he recommends as teachers in the various schools and departments for the ensuing year.

SEC. 10. At the close of the school year, he shall submit to the Board a written report of the condition of the schools, recommending such legislation as the interests of the school may demand.

SEC. 11. He shall fill all vacancies caused by the temporary sickness or unavoidable absence of teachers, and shall make other temporary arrangements relative to the school as he may deem proper, and shall report the same, in each case, to the Board at their next meeting.

SEC. 12. He shall have charge of all school supplies and apparatus, and see that they are properly distributed and economically used.

SEC. 13. It shall be his duty to attend all regular meetings of the Board.

SEC. 14. He shall have charge of the monthly pay-roll, and shall report to the Board the amount due each teacher and employe.

ARTICLE V.

Duties of Principals.

SECTION 1. Principals shall open their school buildings for the admission of pupils at 8:30 a. m. and at 12:45 p. m. During cold or stormy

weather they may admit pupils at an earlier hour; provided, that no pupil shall enter any school room unless it is in charge of some teacher at the time.

SEC. 2. Principals shall be responsible for the care of their respective buildings from 8:30 a. m. until the close of the afternoon session. They shall establish special rules for securing good order, both in the school building and in the school yard.

SEC. 3. The Principals shall be held accountable by the Superintendent for the general management of their schools; they shall instruct their assistants in the requirements of their respective grades, and see that the work of classes conforms to the prescribed course of study; they shall make frequent visits to all the schools in their district; and they shall report to the Superintendent as the latter directs.

SEC. 4. Principals in schools of less than eight rooms shall have charge of room and grade or grades. Principals of eight or more rooms shall devote such portion of their time to giving instruction as they can, under the direction of the City Superintendent.

SEC. 5. Within two weeks after the beginning of each term, Principals shall furnish the Superintendent with a program of the daily exercises in each room of their respective schools.

SEC. 6. Principals shall be responsible for the discipline of their respective schools. They may suspend a pupil for any flagrant or persistent violation of the rules, but in all such cases they shall immediately notify the parent or guardian, and the Superintendent of such action stating the cause of said suspension.

SEC. 7. It shall be the duty of the several Principals to record on the registers of the schools visited, visits made by them, respectively to the several schools under their supervision.

SEC. 8. They shall require the pupils not to appear in or about the yard earlier than thirty minutes before the opening of the school, superintend the deportment of the pupils in the yard and vicinity of the school houses during recesses and intermissions, and while going to and from school, and prevent them during school hours, from annoying the neighborhood by noise or otherwise.

SEC. 9. They shall give advice and direction to teachers in any emergency. As often as practicable, they shall, by examination, satisfy themselves of the progress of the classes of the several grades. They shall promptly report to the Superintendent any deficiency on the part of teachers and scholars.

SEC. 10. The Principals shall have fire drills once each month. The fire alarm shall be several strokes of the gong, in rapid succession, to be followed by two strokes as a signal to form in line without wraps, three strokes to form in line with wraps, four strokes to return to rooms, or five strokes to march out.

SEC. 11. The monthly salary of no Principal shall be paid to him until after the filing by him with the Superintendent of a correct and complete report of his school for the month previous.

DRAWING APPLIED—PUPILS' MAP WORK

ARTICLE VI.

Vice Principals

SECTION 1. Vice Principals shall be bound by the regulations prescribed for other teachers. In the absence of the Principal they shall discharge the duties of his office.

ARTICLE VII.

Teachers

SECTION 1. Teachers shall acquaint themselves with the rules of the Board, the course of study, and the plan of work adopted. They will be held strictly responsible for the carrying out of the same in all matters relating to their respective departments.

SEC. 2. Teachers are required to be in their school building at 8:30 a. m. and at 12:45 p. m. They are expected to observe the light, ventilation, temperature, and cleanliness of their respective rooms, and to report to the principal any dereliction of duty in this respect on the part of the janitor.

SEC. 3. Any teacher who may be unavoidably absent from school shall give immediate notice of such absence to the Principal and to the Superintendent.

SEC. 4. Teachers are granted one day in each term for visiting other schools, but such visits shall be made only under the direction of the Superintendent.

SEC. 5. At least two weeks' notice shall be given by any teacher wishing to resign his or her position. Failing to give such notice, he or she shall be liable to forfeit two weeks' salary, at the discretion of the Board.

SEC. 6. Teachers shall prepare themselves carefully, both as to matter and method, for conducting each daily school exercise of their respective departments.

SEC. 7. Each teacher shall prepare and follow a programme of daily exercises, a copy of which shall be kept in a conspicuous place in the school room, and another shall be sent to the Principal within two weeks after the beginning of the term.

SEC. 8. Teachers shall not detain a pupil for more than five minutes after the morning, nor more than thirty minutes after the close of the afternoon session.

SEC. 9. Excessive or unusual punishments shall not be inflicted by teachers.

SEC. 10. At least once each term, each teacher shall read to his pupils such part of these rules as relate to the duties of pupils. Each pupil shall, also, receive a printed copy of the same.

SEC. 11. Teachers shall exercise careful supervision over their pupils in order to prevent improper conduct on the school premises.

SEC. 12. It is especially enjoined upon teachers to inculcate lessons of truth, purity, justice, honor, humanity, courage, politeness, temperance, and patriotism.

SEC. 13. Teachers are prohibited from receiving any presents from their classes.

SEC. 14. Teachers shall not give notice of shows in schools; nor permit any of their time to be occupied by book agents, lecturers or exhibition men; nor allow a subscription or contribution to be solicited or taken up in the school for any purpose.

SEC. 15. Regular teachers shall in no case be absent from the room, nor engage in other work during the recitations conducted by the special teachers but shall preserve order, maintain discipline and aid such special teacher as far as possible.

SEC. 16. It shall be the duty of the regular teachers to make themselves proficient, practically as well as theoretically, in such special branches as are taught in the school.

SEC. 17. Should any female teacher marry, her place shall become vacant at the end of the term.

SEC. 18. In the performance of their duties, special teachers will be subordinate only to the City Superintendent, and they will be officially respected by all other employees of the district.

SEC. 19. Civility and politeness to pupils is commended to teachers. No teacher shall wound the feelings of any pupil by distortion of names, or by slighting or disparaging allusions to parents or friends. Violation of this rule will be cause for instant dismissal.

ARTICLE VIII.

Duties of Pupils

SECTION 1. Pupils shall attend school within the prescribed school limits; provided, that whenever the room to which such pupils belong is full, they may be transferred to another school by the Superintendent.

SEC. 2. Any pupil about to remove to another district shall notify the Principal of his school, who shall grant him a certificate of transfer, before he will be admitted to any other public school.

SEC. 3. Pupils shall refrain entirely from the use of tobacco, and from profane and from other immoral language. Any pupil guilty of violating this rule is liable to immediate suspension or expulsion from school.

SEC. 4. Every pupil is required to be punctual and regular in attendance; to be industrious, obedient, respectful, kind and polite in deportment.

SEC. 5. Any pupil guilty of gross violation of school discipline shall be liable to suspension; incorrigibly bad conduct shall render the pupil liable to expulsion.

SEC. 6. Any pupil who shall cut, deface, or otherwise injure any school-house, furniture, fence, or out-building thereof, or who shall write any profane or obscene language or draw obscene pictures on any public school premises, shall be liable to suspension or other punishment, according to the nature of the offense.

SEC. 7. Pupils who shall be guilty of defacing or injuring any of the

school property shall pay in full for all damage, and in default of which they shall be suspended from the school and not allowed to re-enter without permission from the Superintendent.

SEC. 8. While on the school grounds pupils are expressly forbidden to throw any missiles.

SEC. 9. Pupils shall not be permitted to assemble about the school building at any unreasonable time before the opening of school. After dismission they shall immediately leave the school premises.

SEC. 10. In all cases of absence or tardiness, the Principal shall require a satisfactory excuse from the parents or guardians.

SEC. 11. Written excuses must be preserved by the Principal until the end of the term.

SEC. 12. Any pupil who shall be absent four half days or tardy four times in any four consecutive weeks may be suspended, unless excuses have been accepted by the Principal.

SEC. 13. The only excuses for absence or tardiness which will be regarded as valid are: 1. Illness of the pupil or of some member of the family requiring his or her presence at home. 2. Other causes equally urgent rendering attendance or punctuality impossible.

SEC. 14. When a Principal decides an excuse to be insufficient, the parent or guardian must be at once notified of his decision.

SEC. 15. No pupil shall be permitted to leave school before its close, for the purpose of receiving instruction elsewhere.

SEC. 16. Pupils shall conform to the prescribed course of study and shall not be excused from any part of it.

SEC. 17. Pupils who have fallen behind their classes may be reduced to lower grades by the Principal upon the recommendation of the teacher. Individual promotion may be made at any time by the Principal, such promotion being based upon the pupil's ability to do the work of the next higher class.

SEC. 18. Any pupil who shall absent himself or herself from any regular examination, and who shall fail to render a sufficient excuse for such absence, shall be suspended from the school, and shall not be allowed to re-enter without permission from the Superintendent.

SEC. 19. The pupil in each school who ranks first in his or her class during the month shall be entitled to a holiday in the month following; the day off not to be counted in any way against the standing of the pupil.

ARTICLE IX.

Salaries

SECTION 1. The salary of the City Superintendent shall be $250 per calendar month.

SEC. 2. The salary of the Secretary shall be $166.66⅔ per calendar month.

SEC. 3. The salary of the Stenographer and Clerk shall be $66.66⅔ per calendar month.

SEC. 4. The salary of the Principal of the High school shall be $250 per school month.

SEC. 5. The salaries of High school Teachers shall be $120 per school month.

SEC. 6. The salaries of Special Teachers shall be $120 per school month.

SEC. 7. Principals of Primary and Grammar schools shall be paid as follows: Principals of the Denny, $180 per school month; of the Central, South, Rainier and Mercer schools, $160 per school month, each; of the T. T. Minor and Columbia schools, $140 per school month, each; of the Day school, $120 per school month; of the Latona school, $100 per school month; and of the Salmon Bay and Head of the Bay schools, $80 per school month, each.

SEC. 8. Vice Principals of Primary and Grammar schools shall receive $100 per school month.

SEC. 9. During their first year's experience in Seattle schools, teachers in the Primary and Grammar grades shall receive $70 per school month; during their second year, $75 per month; during their third year, $80 per month; during their fourth year, $85 per month. A year in this connection means any period more than half a school year, engagement in the second half of a year or leave of absence for half a year or more excluding the teacher from the benefit of increased pay during the year following.

SEC. 10. Substitute teachers shall be paid $3.50 for each and every day of actual service performed by them.

SEC. 11. In school houses with furnaces, janitors having five or six rooms to care for, shall receive $50 per month; in school houses having seven or eight rooms, $60 per month; in school houses having nine to twelve rooms, $75 per month; in larger school houses the janitor shall shall receive $75 per month for twelve rooms and $2.50 per month for each room in excess of twelve. Special arrangements may be made for the smaller houses and leased rooms.

SEC. 12. The salary of no Principal or Teacher shall be increased or diminished after the commencement of a school year.

ARTICLE X.

Duties of Janitors.

SECTION 1. The Janitors are under the immediate control and direction of their respective Principals.

SEC. 2. Janitors shall be responsible for their respective buildings from the close of school each day until 8:30 the following morning; also Saturdays, Sundays and during all holidays and vacations.

SEC. 3. Janitors shall sweep each room, hall stairway and out-building, and thoroughly dust all furniture as often as the Principal may direct; provided, that it is not required oftener than once a day. They shall ascertain the temperature of rooms frequently, and endeavor to keep the temperature of each room up to the standard at all times during the sessions of the school.

They shall remove chalk dust at least once a week from beneath the boards, and close all windows and doors at night; keep side and cross-walks clean, care for shade and ornamental trees; remove paper and other rubbish from the yards, wash windows, remove marks and defacements from fences and walls when possible; grade and improve grounds, and do such other work as the Board may direct; report without delay to the Principal or Superintendent any abuse of school property on the part of pupils or other parties; and go through every part of their buildings between 8 and 9 o'clock, p. m., of each day.

It is expected of each janitor that he will take especial pride in keeping his building and its surroundings clean and neat.

ARTICLE XI.

Duties of the Secretary.

SECTION 1. In addition to rendering all services specified by law, the Secretary shall at each regular meeting of the Board of Education make written report for the calendar month preceding, as follows: He shall briefly state his transactions as purchasing agent and as superintendent of buildings; he shall make report of the number of teachers, of janitors and other employes, and of the amounts paid them; he shall give an account of all other large or extraordinary expenditures, and the total of all warrants drawn; he shall give such estimates and other information concerning the schools, the grounds and buildings, and other affairs of the district as he may deem of interest and value to the Board and the public.

SEC. 2. The bond of the Secretary shall be in the sum of $10,000.

ARTICLE XII.

Miscellaneous.

SECTION 1. No principal, teacher, janitor or other regular employe of the district shall engage in any occupation that will interfere with his or her duties as such employe, and no time taken off or lost that should be devoted to the affairs of the schools or district shall be paid for.

SEC. 2. In the employment of teachers, all other things being equal, preference will be given to graduates of the Seattle High school, the University of Washington, and other state institutions of higher learning. The tenure of office of teachers shall be one year or less, at the discretion of the Board.

SEC. 3. The right of appeal to the Board of Education shall in no case be denied to pupil, principal, teacher or janitor.

PRICE LIST OF TEXT-BOOKS

Price List of Text-Books used in the Public Schools, State of Washington

Name of Book	*Retail Price*
READERS	
Franklin First Reader and Primer Combined	$0 25
Franklin Second Reader	25
Franklin Third Reader	50
Franklin Fourth Reader	65
Franklin Fifth Reader	85
Swinton's Studies in English Literature	1 35
King's Geographical Readers, No. 1	60
King's Geographical Readers, No. 2	85
SPELLERS	
Modern Spelling Book	25
Pollard's Synthetic Speller	25
Swinton's New Word Analysis	40
GRAMMAR	
Hyde's Language Lessons, No. 1	40
Welsh's First Lesson in English	50
Welsh's English Grammar	75
Welsh's English Composition	75
Welsh's Complete Rhetoric	1 25
National Language Tablets	10
MATHEMATICS	
Wentworth's Primary Arithmetic	35
Wentworth's Grammar School Arithmetic	75
Wentworth's High School	1 25
Wentworth's Shorter Algebra	1 10
Wentworth's P. and S. Geometry	1 40
Brook's New Mental Arithmetic	35
National Number Tablets	10
National Algebra Tablets	15
GEOGRAPHY	
Harper's Introductory Geography	60
Harper's School Geography	1 25
Eclectic Physical Geography	1 20

HISTORY

Eggleston's First Book in American History	$0 70
Eggleston's United States History	1 25
Myer's General History	1 65

PENMANSHIP

Harper's Tracing Books, Nos. 1 and 2	07
Harper's Primary Copy Books, Nos. 1 to 7	08
Harper's Grammar School Copy Books, Nos. 1 to 8	10

SCIENCE

Pathfinder, No. 1	35
Pathfinder, No. 2	60
Steele's Hygienic Physiology	1 20
Gage's Introduction to Physical Science	1 10

DICTIONARIES

Webster's High School	1 05
Webster's Academic	1 75
Webster's Condensed	2 50

BOOK-KEEPING

Bryant & Stratton's Common School	95

MUSIC

Whiting's Music Series, Books 1 to 5	25
Whiting's Music Series, Book 6	60

CIVICS

Andrew's Manual of the Constitution	1 20
Civics for Young Americans	50

DRAWING BOOKS

Prang's Shorter Course, Nos. 1 to 5	25

LIST OF MANUALS USED BY THE TEACHERS

King's Methods and Aids in Geography.
Long's New Language Exercises, Nos. 1 and 2.
Lilienthal's Things Taught.
Prang's Teachers' Manual.
Prang's Use of Models.
Pollard's Synthetic Manual.
Wiggin's Lessons on Manners.
Wentworth's First Steps in Number.
Pratt's The New Calisthenics.

COURSE OF STUDY

ARITHMETIC

FIRST YEAR—D PRIMARY

FIRST HALF

First Step — Oral Lessons in Number—Teach the pupils to count from 1 to 100 by using the large numeral frame, or by means of sticks, apples, dots, pebbles, etc.

As the numeral frame is placed upon the platform, the teacher standing behind it, it can be seen from all parts of the room without injury to the pupils' eyes. The teacher should stand behind the frame, and with a small stick or ruler move the balls from the right to the left side of the frame. Move the balls on the first, or highest wire, one at a time, and as each ball is moved the pupils count "one, two, three, four, five, six, seven, eight, nine, ten." At first do not go beyond ten. Count the balls on each wire, from day to day, until each pupil in the grade can count from 1 to 10. Vary the work by counting the red balls, then the black balls, and by moving one ball on each wire.

Extend the work to twenty, by moving the balls on two wires; to thirty, by moving the balls on three wires, etc. Count by tens: "ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred."

Second Step—Move two balls on one wire, and two more on the next, and so on, teaching the pupils to count by twos: "two, four, six, eight, ten, twelve," etc., up to fifty.

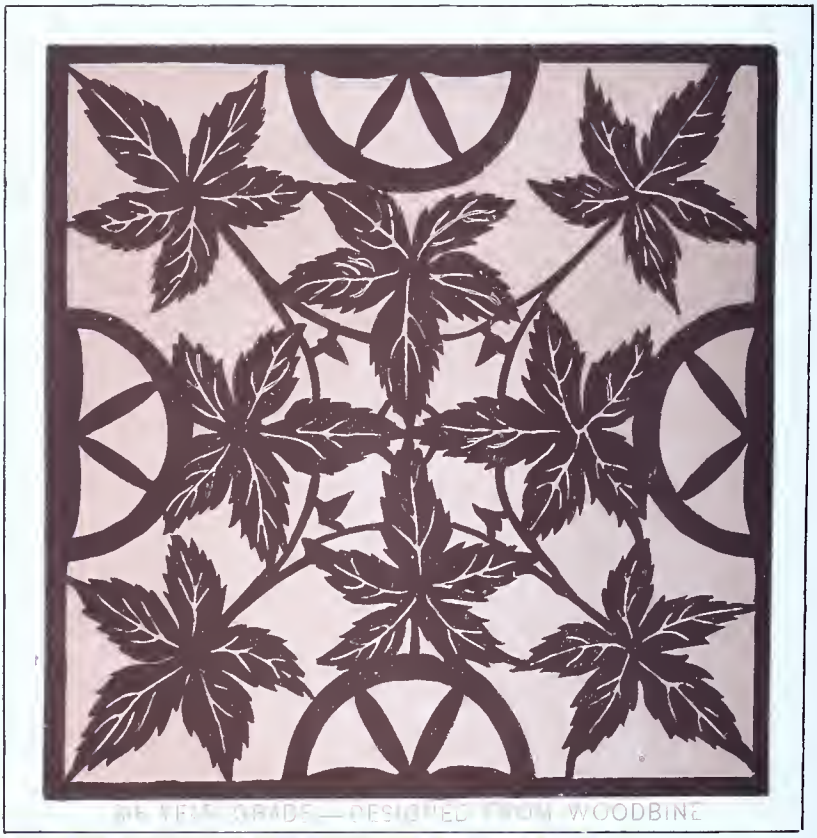
Third Step—The relative value of two numbers may be taught by moving one ball on the first wire, two balls on the second wire, three balls on the third wire, and so on to ten balls on the tenth wire.

Ask the pupils simple questions: "If the balls were apples, which row would you rather have?" Then, leaving the balls as arranged from 1 to 10, write the symbols, or figures from 1 to 10 on the blackboard, and teach their values by pointing to each and asking the pupils to point to the wires containing the corresponding number of balls.

Fourth Step—Teach the pupils to count to fifty by twos, and to read and write figures to 100. In counting by twos, begin first with two balls on the first wire and moving two balls on each of the other wires.

Then move one ball on the first wire and two balls on each of the other wires. The pupils counting "one, three, five, seven, nine," etc., to fifty-one.

Fifth Step—When the teacher has thoroughly drilled the pupils in the four preceding steps, she may write a column of 2's on the blackboard and train the pupils to add the figures. The order in teaching numbers



8th YEAR GRADE—DESIGNED FROM WOODBINE

8th YEAR GRADE—DESIGNED FROM OAK LEAF

should be first, the object; second, the figures written on the blackboard by the teacher; and third, finally written on the slates or board by the pupils. Suppose the teacher desired to drill in slate work and is about to give the first lesson in adding 2's. She would first move twos on, say, four wires, one above the other, and call the attention of the class to them; she would then write on the board in figures, four 2's, one above the other, draw a line and add; finally asking the pupils to copy the work on their slates. When they have learned how to do it, let the work made up of 2's be written on the board in columns with lines beneath, but without answers, for the pupils to copy and add; then columns of 1's and 2's.

Do not allow the pupils to say, "one and two are three and two are five and one are six," etc. Simply name the sums, thus: "three, five, six, etc."

Sixth Step—Using the numeral frame, board and slate in the order given, drill in counting and adding columns of like numbers—all 1's 2's and 3's.

Vary the drill by introducing easy mental problems like the following:

"I spent one cent for candy, a two cent piece for gum and bought a top for three cents; how much did I spend? Hands up," Answer.—"You spent six cents;" not "six (?)."

Require the pupils to count both forward and backward. Ask them to count the desks, the boards in the floor, the windows, the glass, the trees in the yard, etc.

Patiently do the work over and over again: "Practice makes perfect."

Seventh Step—Begin multiplication and divisison. Move the balls on the ten wires by ones, twos, threes, etc.; not leaving any one group, as for example, the twos, until it has been thoroughly mastered. Bring out the fact that multiplication is simply addition. Move groups of say twos, as directed in teaching addition. Require the pupils to count *by* twos, then count *the* twos, and thus develop division. When the subject has been illustrated by the balls, the teacher may write the work on the blackboard, first writing a column of ten 2's with the sum beneath as in addition. Then in the following ways:

2 times 2 are 4	2 x 2 = 4	4 ÷ 2 = 2
3 " 2 " 6	3 x 2 = 6	6 ÷ 2 = 3
4 " 2 " 8	4 x 2 = 8	8 ÷ 2 = 4
5 " 2 " 10	5 x 2 = 10	10 ÷ 2 = 5
6 " 2 " 12	6 x 2 = 12	12 ÷ 2 = 6
7 " 2 " 14	7 x 2 = 14	14 ÷ 2 = 7
8 " 2 " 16	8 x 2 = 16	16 ÷ 2 = 8
9 " 2 " 18	9 x 2 = 18	18 ÷ 2 = 9
10 " 2 " 20	10 x 2 = 20	20 ÷ 2 = 10

Explain the sign × (times) and = (are). Continue the work with all the tables to the 4's until the pupils can recite them rapidly both forward and backward. As the tables are learned, teach short multiplication, using multipliers to correspond with the table then being learned.

SECOND HALF

First Step — Drill in adding numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, to each number below 20, by arranging sums on the blackboard for each number below 10, as is here given for the number 3.

0	1	2	3	4	5	6	7	8	9	10	11	12	
3	3	3	3	3	3	3	3	3	3	3	3	3	etc. etc. etc.
3	4	5	6	7	8	9	10	11	12	13	14	15	

Addition combinations with numbers below 10 — Count by decades, first beginning with 10, as "10, 20, 30, 40, 50, 60, etc.," then with each number below 10, as "6, 16, 26, 36, etc."

Second Step — Count, add, multiply, and divide by fours and fives, illustrating the subject as directed for preceding grades.

The blackboard work for the 1's, 2's, 3's and 4's may be arranged as indicated below, changing the exercises from day to day, but always going from the easy to the more difficult work.

1	2	1	2	3	1	3	2	3	4	1	3	1	
1	2	2	1	3	3	1	3	2	4	4	4	2	
1	2	2	2	3	3	1	2	1	4	4	3	4	
1	2	2	1	3	3	3	3	1	4	4	4	3	
1	2	2	2	3	3	1	3	3	4	4	4	3	
1	2	2	2	3	3	3	2	1	4	4	3	2	
1	2	2	2	3	3	1	3	2	4	4	3	4	etc. etc.
1	2	2	1	3	3	3	2	2	4	4	4	3	
	2	2	2	3	3	1	2	1	4	4	4	1	
1	2	2	1	3	3	3	3	2	4	4	3	4	
1	2	2	2	3	3	1	2	2	4	4	4	3	
1	2	2	1	–	–	1	2	1	–	4	3	4	
–	–	–	–	–	–	–	–	3	–	4	–	1	
12	24	23	19	33	31	22	29	24	44	49	42	35	

Third Step — The pupils to read and write numbers as indicated below, following the order given:

First — 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, etc., to 99.
Second — 100, 200, 300, 400, 500, 600, 700, 800, 900.
Third — 100, 101, 102, 103, 104, 105, 106, 107, 108, to 199.
Fourth — 200, 201, 202, 203, 204, 205, 206, 207, 208, to 299.
Fifth — 300, 301, 302, 303, 304, 305, 306, 307, 308, to 399.
Sixth — etc., etc.
Review the work of the year.

EVERY DAY BUSINESS

Use of cents, nickels and dimes in buying and selling candy, tops, marbles, meat, butter, eggs, milk, etc. Find the price for multiples of the unit of measure, and for fractional parts, ½, ¼, ⅓. Use of gill, pint, and quart measures. Cutting string, cloth, paper, sticks, etc., into halves, thirds and fourths.

SECOND YEAR—C PRIMARY

FIRST HALF

Continue the work in addition, multiplication and division through the 6's, 7's. Add single columns as marked out for preceding grades, ten figures in a column. Develop the idea that if 7 and 7 are 14, then 17 and 7 are 24, 27 and 7 are 34, and so on.

Illustrating the same by placing work on the blackboard as follows:

2	12	22	32	42	52	62	72		6	16	26	36	46	56	66	76
4	4	4	4	4	4	4	4	etc.	8	8	8	8	8	8	8	8
6	16	26	36	46	56	66	76		14	24	34	44	54	64	74	84

Addition combinations to 20.

Teach the pupils to "carry" by using two short columns of figures. Do not attempt to give the reason; simply tell them how. Teach them the use and meaning of the sign +. Introduce such exercises as:

1. Write two numbers which make 6.
2. " " " " " 8.
3. " " " " " 10.
4. Nine and what make 18?
5. How many 4's make 16?

Subtraction Begun—Use the numeral frame to introduce the subject. Use of sign —. Give short examples in which each figure in the subtrahend represents a number smaller than the one above it.

Mental Arithmetic—The teachers should be prepared to give simple questions each day. The following questions and answers will serve as guides:

I spent a nickel for candy, a dime for apples, a quarter for a bat and a half dollar for a book; how many cents did I spend?

Answer.—You spent the sum of five cents, ten cents, twenty-five cents and fifty cents, which is ninety cents.

If a coat cost $15 and a hat $5, how much will both cost?

Answer.—Both will cost the sum of $15 and $5, which is $20.

To properly answer a question in mental arithmetic the pupil should: 1st. Repeat the question. 2nd. Give the solution or analysis.

Reading and writing numbers to 1,000.

To teach this, and in fact to teach any subject in this or any other grade the teachers should invent novel and original ways of presenting the subject. If the exercise can be made entertaining, even if made regular "play" for the pupils, so much the better.

To illustrate, let us suppose that the class had had a few lessons and the teacher wishes to give them "something new." Take ten large slates and mark the figures 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, full size of slate, one figure to each slate.

Chalk should be used in making the figures and they should be drawn lengthwise of the slate. Select pupils for an exercise and give one slate to each. The pupil will hold the slate by the side frame, using both hands and elevating it so that the top of the slate will be a few

inches below the chin, thus bringing the figure on the front side of the slate. The pupils, "all ready," will be seated on the recitation seats.

The teacher will call for numbers, say as follows: "Three," 3 will instantly rise and face the school.

"Six," 3 will instantly sit down and 6 will take his place.

"Sixty-four," 6 will remain standing while 4 takes the proper place; bringing the number 64 to face the school.

"Forty-six," 6 and 4 instantly change places.

"Four hundred and six," 0 instantly steps between 4 and 6, making 406. To form 56789, those holding the figures rise and take proper places.

The teacher can call numbers rapidly and thus requiring the pupils to move quickly, make the exercise a very thorough drill. To combine this drill with work in addition, write several columns of figures on the blackboard without the answer and require the pupils to form the answer facing the school. This becomes a thorough test in addition, as in case of mistakes several figures may be contending for the same place.

Roman numerals to L.

SECOND HALF

Continue the work in addition, multiplication and division through the 8's, 9's and 10's.

Instruction in regard to the processes of multiplication may be presented in four steps as follows:

First Step—Give examples in which no single product will be greater than nine, as—

321	2,413	2,313	321,232
2	2	3	3
642	4,826	6,939	963,696

Second Step—Give examples in which it will be necessary "to carry" to next column, using multipliers of but one figure, from 2 to 5, as—

253	3,453	42,285	36,453
2	3	4	5
506	10,359	169,140	182,265

Third Step—Give examples making use of 0 in the multiplicand, and use multipliers 6, 7, 8, 9, as—

3,402	2,034	23,040	20,050
6	7	8	9
20,412	14,238	184,320	180,450

Fourth Step—Give examples with multiplicands, as in the third step, and making use of 10, 11 and 12 for multipliers. Teach the pupils where to write the first figure in each partial product, as—

32,074	2,205	30,508
10	11	12
320,740	2,205	61,016
	2,205	30,508
	24,255	366,096 etc.

Let each step be first illustrated on the blackboard, then give the pupils similar examples for practice on their slates. Proceed with each step in order, after every pupil has become familiar with the preceding one.

Short Division—Mental Arithmetic—Practical examples in addition, multiplication and division.

Drill in rapid combinations of numbers.

Addition—Same as preceding grade.

Multiplication Tables—Through the 10's.

Roman Numerals—To be able to give the number of any chapter in the reader.

Every Day Business—The use of money as directed for the first year grade, to be so extended as to include the two dollar bill. Use of foot rule and yard stick in measuring off ribbon paper in inches, feet, yard, half yards, half feet, etc. Exercises with clock dials.

THIRD YEAR — B PRIMARY

FIRST HALF

Written Arithmetic—Wentworth's Grammar School Arithmetic in the hands of the teacher. Addition, subtraction, short multiplication and division.

Subtraction—Give examples in which it is necessary "to borrow."

To explain "borrowing," take the following example as a model:

6442
5523

We cannot take 3 from 2; hence must "borrow" one from the next denomination, (not forgetting to "carry it back" when through with it), but one of the next denomination is equal to ten of the denomination for whose benefit we have borrowed it, so we add ten to the two, making twelve. We can now take 3 from 12, and write the remainder, 9, below. Now "carry back" the borrowed one by giving it to the 2 below, making 3, and subtract, etc. The teacher will, of course, expand the above outline. The explanation of "borrowing," as well as of all subjects for young children, must be made in language they can readily understand and comprehend. Should teachers desire to present the other way of "borrowing," the following illustration will serve to make it clear to the pupil:

From 6 dollars, 3 dimes, 4 cents
Take 3 " 7 " 6 "

Since I cannot take 6 cents from 4 cents, I must take one of the dimes, which equals 10 cents. This will leave 2 dimes and will give me 14 cents. From 14 cents I can take 6 cents and 8 cents will remain. I wish to take away 7 dimes but have only 2 dimes; therefore, I must take one of the

dollars, which equals 10 dimes. This will leave 5 dollars and give me 12 dimes. I can now take 7 dimes from 12 dimes and will have 5 dimes left. I can take 3 dollars from 5 dollars and have 2 dollars left.

Follow this solution by another in which the same figures are used in the units', tens' and hundreds' places.

Mental Arithmetic— Daily exercises in which the teacher may use the following forms :

Ex.—I paid $10 for coal, $8 for lumber, $6 for flour ; how much did I pay for all?

Ans.—You paid for all the sum of $10, $8, and $6, which is $24.

Ex.—John bought a pony for $90 and sold him for $100; how much did he gain?

Ans.—He gained the difference between $90 and $100, which is $10.

Ex.—What will 3 apples cost at 10 cents each?

Ans.—If 1 apple costs 10 cents, 3 apples will cost 3 times 10 cents, which are 30 cents.

Teachers will follow directions given for preceding grade for this subject.

SECOND HALF

Wentworth's Grammar School Arithmetic to be used by the teacher.

Addition, subtraction, multiplication and division to be carried on together by giving both abstract "examples" and practical questions, as heretofore directed. The teacher should place examples on the blackboard each day, for the following day's work. The pupils may bring the work "to the recitation" on their slates. The teacher can correct the work by requiring the pupils to "change slates" and correct work as the teacher gives the answers.

The blackboard should be used by the pupils during a recitation, and beautiful figures and work, the rule.

Mental Arithmetic—The mental arithmetic should both precede and accompany the written arithmetic, step by step. The principal distinction between these two divisions of the subject, is that when the numbers involved are too great or too many to be readily retained in the memory, the slate should be employed as an assistant.

"Exercises in rapid calculation without analysis" should as far as possible be of the most practical character. Examples given should be silently wrought by the whole class simultaneously, as in written arithmetic, and the results obtained be written upon the slates, promptly and at a given signal. The analysis can then be separately required of as many pupils as may seem expedient.

Illustration—One method of conducting such an exercise is subjoined. Teachers fertile in expedients will devise others equally good, and involving the following important elements: 1. The exercises to be simultaneous; 2. Silent; 3. Spirited throughout; 4. All copying, or wrongly claiming the answer, prevented.

The detail may be greatly varied:

1. Pupils sit silent and erect; slates lying on desk or held vertically, resting on the knees, the hands being at the upper corners; pencils in right hands.

2. Teacher gives questions with distinctness.

3. Pupils work silently, remaining in position until the answer is found, when each silently raises the right hand, or stands.

4. When sufficient time has been given, teacher says, "ready, write;" with a pause between the words.

At the last word, the answer is instantly written in large figures, but only by those standing, or whose hands are up, and the slates instantly turned with the answer toward the teacher. No further working or correction allowed. These movements are better executed after a little practice, by using four light taps of the pencil meaning "ready, write," "as you were," "show."

5. Teacher calls on some one to read the answer, usually upon one whose results are frequently wrong. Those claiming the same, stand, if sitting, or raise the hand or slate if already standing, the answer being still turned toward the teacher.

6. If thought desirable, an oral analysis may now be demanded of any pupil whether he obtain the answer or not.

The explanatory or analytic statements made by the pupil should be of the simplest and most direct character, consistent with clearness, and all unnecessary repetitions of formulæ should be avoided. Where this is not done, the principal effort of the pupil is to recall in due order the set form of words, rather than to form the arithmetical combinations necessary to the solution.

Besides simple examples in the four fundamental rules and Federal money, very simple operations involving practical applications of the selected tables of money, weight and measure, should constitute a portion of the exercises in mental arithmetic. In the explanation or analysis of examples in mental as well as written arithmetic, the pupils should generally be called upon, before solving, to state the question.

Mental exercises in arithmetic should be conducted in a spirited manner. They should always have the character of extemporized exerises, and in no case form a part of the home work of the pupil. ("How to Teach.")

Continue the work of the preceding grade in the fundamental rules, In all work of a practical kind, whether mental or written, observe the forms of analysis as given in the recapitulation below.

FORMS OF ANALYSIS—MENTAL AND WRITTEN ARITHMETIC

Addition—Ex.—I paid $10 for wood, $6 for coal and $4 for flour; how much did I pay?

Ans.—You paid the sum of $10, $6 and $4, which is $20.

Subtraction—Ex.—John bought a horse for $100 and sold him for $150; How much did he gain?

Ans.—He gained the difference between $150 and $100, which is $50.

Multiplication—Ex.—If one hat costs $3, what will 4 hats cost?

Ans.—If one hat costs $3, 4 hats will cost 4 times $3, which are $12.

Division—Ex.—If 4 hats cost $12, what will one hat cost?

Ans.—If 4 hats cost $12, one hat will cost one-fourth of $12, which is $3.

Ex.—If one hat costs $3, how many hats may be bought for $12?

Ans.—If one hat costs $3, $12 will buy as many hats as $3 are contained times in $12, which are four.

Questions involving two or more "steps" or combinations may be analyzed by using two or more of the above forms to obtain the final result.

EVERY DAY BUSINESS

Avoirdupois weight, dry and liquid measures. Use sand in paper bags and weigh with the scales imaginary tea, coffee, sugar, etc. In a similar manner make practical use of the dry and liquid measures.

Fix prices per unit of measure and require the pupils to find the amount due.

FOURTH YEAR—A PRIMARY

FIRST HALF

Wentworth's Grammar School Arithmetic, in the hands of the pupils, to Chapter IV.

SECOND HALF

Grammar School Arithmetic to Chapter VI.

EVERY DAY BUSINESS

Simple business transactions involving the use of long, dry, and liquid measures and avoirdupois weight, introducing in connection with the same, simple "bills and accounts." Finding wages due when working by the day, week, or month, with corresponding deductions for "lost time."

FIFTH YEAR—D GRAMMAR

FIRST HALF

Wentworth's Grammar School Arithmetic.
Decimals, Multiples and Measures to Chapter VIII.
Brook's New Mental Arithmetic, Section I.

SECOND HALF

Written Arithmetic—Common Fractions. Text book to Chapter IX.
Mental Arithmetic—Text-book, Section II.

EVERY DAY BUSINESS

Making out accounts and receipting bills. Writing short business letters, applications for situations, folding the same and addressing envelopes. Sending and receiving express packages. Sending money by postal note, money order or registered letter.

Marking cost and selling prices of goods, indorsing "orders" and bank checks.

MODEL DRAWING — HIGH SCHOOL

SIXTH YEAR—C GRAMMAR

FIRST HALF

Written Arithmetic—Text Book, Compound Quantities. Percentage to Art. 207.

Mental Arithmetic—Text Book, Section IV.

SECOND HALF

Written Arithmetic—Percentage completed. Simple Interest to Art. 227.

Mental Arithmetic—Text Book, Section VI. to Lesson V.

EVERY-DAY BUSINESS

Carpeting rooms. Measuring lumber. Calculating cost of plastering, painting, paving, curbing, etc. Cash accounts, bills and receipts. Continual practice in writing business letters.

SEVENTH YEAR—B GRAMMAR

FIRST HALF

Written Arithmetic—Interest, Discount and Proportion.

Mental Arithmetic—Text Book, Section VI. completed.

SECOND HALF

Written Arithmetic—Powers and Roots. Mensuration.

Mental Arithmetic—Section III.

EVERY-DAY BUSINESS

Sending money by bank draft (cashier's check). Collecting money by sight and time drafts. Bank deposit books, writing, indorsing and cashing notes, drafts and checks. Problems showing results of depositing 10 cents a week, in bank paying interest, from childhood to old age. Stock and bond quotations. Market reports. Notes, mortgages, shares, investments, etc.

EIGHTH YEAR—A GRAMMAR

FIRST HALF

Algebra and Geometry as directed by the Superintendent.

SECOND HALF

Algebra and Geometry as directed by the Superintendent.

READING

SUGGESTIONS TO TEACHERS

To aid the teachers in following directions as outlined in the course of study in reading, certain books have been adopted as manuals for the use of the teachers, viz.: Pollard's Manual of Synthetic Reading, and The New Calisthenics.

Teachers should study the manual carefully, making themselves familiar not only with those parts relating to their own work, but with the

entire course of instruction as well. In connection with the course of study the following extracts from the works of well known authors are pertinent:

"Every teacher should be a good reader. * * * Many of our teachers cannot awaken an interest in the subject, because very likely they cannot read any better than their scholars."—*Page.*

"Reading is one of the most important branches in our schools; * * * is a fine art, and should be regarded as a valuable accomplishment."—*Brooks.*

"It is better to spend twenty minutes in learning to read one sentence well, than to blunder over two or three pages without having established a definite idea of how to read any part of it."—*Sypher.*

"The teacher may be here reminded that his own disposition will have more influence on the child's progress than even the propriety of his method."—*Currie.*

"The first reading lesson should be, not from book or chart, but from blackboard."—*Morgan.*

GESTURE DRILLS

"Nothing can help more to bring about good reading than to precede the lesson with a gesture drill. Children tire of the vocal drill, the meaningless *a, e, i, o, u* exercises, which we all do so conscientiously drag our pupils through for 'articulation's sake,' we say. Give the children, I beg of you, something to *say*, something with a meaning, something with a gesture, and the ar iculation, believe me, will take care of itself. The principal of 'object teaching' is just as good for reading as it is for numbers.

"'My boys' voices are so harsh—they keep their jaws set and their lips so motionless—they mumble so,' the teacher says. But watch those very boys at recess, and you will find their jaws and their lips moving freely enough, their faces will be full of life—their whole bodies, in fact, will be full of expression. There is just the whole secret—*their bodies are full of expression*, and the face, the eye, the tongue, all follow in obedience. We often hear it said that the very best way to get a thing is to let it severely alone. From experience I can truly say that of nothing more than of 'articulation' is this indeed true."—*By Mara L. Pratt, M. D., in the New Calisthenics.*

FIRST YEAR—D PRIMARY

FIRST HALF

First Month—Teach consonant sounds and ă (short) by means of stencil pictures upon the blackboard; also, make the "family names" found upon the twenty-fourth page of Pollard's Speller, familiar to pupils. Do this either by singing or frequent repetition.

Second Month—Begin word building by prefixing consonants to these family names. Let the work upon the blackboard be followed by individual work by pupils on slates. While this work is being done by pupils, teachers should select and print upon the board short sentences from leaflets to be read in class. Let the blackboard and slate work be *thorough* during *second month.*

Third Month—Mark and pronounce the words in Pollard's Speller found on pages 24, 25 and 26. Also read pages of leaflets, Nos. 1, 2, 3 and 4.

Fourth Month—Mark and pronounce the words found on pages 27, 28, 29 and 30 of Pollard's Speller. Read in this connection all the leaflets in ă (short), and follow with Pollard's First Reader lessons through ă (short).

Fifth Month—Pupils should mark and pronounce all the words in ĕ and ĭ (short), in Pollard's Speller, taking them through the thirty-ninth page; also accompany this work with the reading of the leaflets and the lessons of Pollard's First Reader in ĕ and ĭ (short).

SECOND HALF

Sixth Month—Take pupils through all the ŏ and ŭ (short) words in Pollard's Speller; also accompany lessons in leaflets and Pollard's First Reader. Mark and pronounce all the long vowel words found on pages 52, 53, 54, 55, 56, 57, 58 and 59 of Pollard's Speller; accompany these with First Reader lessons adapted to long vowels.

Seventh Month—Mark and pronounce all the words in o͝o (short) and o͞o (long) with equivalents on pages 49 and 61 of speller, accompanying these with Pollard's First Reader lessons adapted. Also mark and pronounce all the words containing diphthongs found on pages 50 and 51, accompanying these with the adapted First Reader lessons.

Eighth Month—Mark equivalents of ū (long) found on page 60; also the words of speller found on pages 63, 64, 65 and 66, and read the lessons adapted in Pollard's First Reader.

Ninth Month—Mark equivalents of long vowels found on pages 68, 69, 70, 71, 72 and 73 of speller, and read adapted First Reader lessons.

Tenth Month—Mark words in speller on pages 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, and read adapted First Reader lessons.

This will finish Pollard's First Reader.

SUPPLEMENTARY READING

During the first year in school Pollard's First Reader is to be used as the regular reader, although supplied by the Board of Education.

The New Franklin First Reader is to be purchased by the pupils, but used under the directions of the teacher, as a supplementary reader.

SECOND YEAR—C PRIMARY

FIRST HALF

Mark, pronounce and accent all the words on pages 85 to 96 of Pollard's Speller; review New Franklin Second Reader to Lesson XXIV. All new words should be written on the blackboard, marked and pronounced and defined, before the pupils are required to read the lesson. Mere pronunciation of words, without regard to their *meaning*, is not reading. Develop the thought expressed in each sentence. Require all pupils as often as possible, to read, facing the class from the platform, if there be one. Insist upon proper positions.

SECOND HALF

Second Reader completed. Lead pupils to pronounce the difficult words by phonic analysis. Continue as directed for first half.

SUPPLEMENTARY READING

Harper's, Appleton's, Stickney's, McGuffey's, Barnes', Lippincott's, Sheldon's First Readers, as directed by the Superintendent. As far as possible, different First Readers will be placed in the various school buildings, and from time to time moved from one building to another, affording a greater variety of supplementary reading.

THIRD YEAR—B PRIMARY

FIRST HALF

The New Franklin Third Reader to Lesson XXXVIII., phonic analysis continued. Direct the attention of the pupils to the new and important words in each lesson. Finding the meaning of words, phrases and sentences should precede instruction in elocution.

To be able to converse well is a rare accomplishment, and no better opportunity can be had for the drill necessary to attain so desirable an object than during the reading hour.

There should be conversation exercises. Talk to the pupils about the lesson and by careful questioning lead them to talk about the same. Lead all the pupils to tell what they have learned from the lesson or book, and thus teach them to read, understandingly, easily and in conversational tones.

SECOND HALF

The New Franklin Third Reader completed. Conversation exercises continued as directed for first half. Elocutionary exercises should receive proper attention. Require the pupils to face the class as often as possible when reading.

Simple gesture drills should be begun as preliminary to more thorough drills in the higher grades.

SUPPLEMENTARY READING

Second Readers of other series as directed by the Superintendent.

The plan of distribution of first readers, as outlined for the second year grade, will be used in connection with the second readers of the different series, for the third grade.

Picturesque Geographical Reader, Vol. I. School and Home.

All supplementary reading should be easier than the regular reading lessons.

FOURTH YEAR—A PRIMARY

FIRST HALF

The New Franklin Fourth Reader to Lesson 21. Lessons in elocution as directed on pages 25 to 39 of reader.

Thought analysis — Conversation exercises continued as directed for preceding terms.

Gesture drills as directed in The New Calisthenics.

Select such lessons as are suitable for declamations, and require all the pupils to memorize them ; two pupils reciting each day.

SECOND HALF

Fourth reader to Lesson 49. Lessons in elocution. Declamations. Thought analysis. Conversation exercises and gesture drills continued.

SUPPLEMENTARY READING

Third readers of different series as directed by Superintendent. See directions for preceding page.

Picturesque Geographical Reader, Vol. II.—This Continent of Ours.

Read and discuss Pathfinder No. 1.

Encourage the pupils to bring their papers and magazines to school.

All supplementary reading should be easier than the regular reading lesson.

FIFTH YEAR — D GRAMMAR

FIRST HALF

The New Franklin Fourth Reader to Lesson 76. Lessons in elocution. Declamations. Thought analysis. Conversation exercises and gesture drills continued.

SECOND HALF

Fourth reader completed. Lessons in elocution. Declamations. Thought analysis. Conversation exercises continued. Gesture drills as directed in manual.

SUPPLEMENTARY READING

A First Book in American History, to be purchased by the pupils and read and studied under the direction of the teachers.

Sight reading from newspapers and magazines. Much reading in connection with the work in geography.

SIXTH YEAR—C GRAMMAR

FIRST HALF

The New Franklin Fifth Reader to Lesson XXXIII. Essentials of Reading, Part I. Biographical sketches of the authors of selections read. Conversation exercises and declamations continued.

Gesture drills as directed in the manual.

SECOND HALF

Fifth Reader to Lesson LXII. Essentials of Reading, Part II. Continue as directed for first half.

SUPPLEMENTARY READING

Continue as directed for the fifth year grade.

SEVENTH GRADE—B GRAMMAR

FIRST HALF

Franklin Fifth Reader to Lesson XCVI. Essentials of Reading, Part III.

Continue as directed for sixth year grade.

SECOND HALF

Fifth Reader completed. Continue as directed for sixth year grade.

SUPPLEMENTARY READING

Pathfinder No. 2, read and discussed.
American Classics, as directed by the Superintendent.

EIGHTH YEAR—A GRAMMAR

THROUGHOUT THE YEAR.

Classics for the children, as directed by the Superintendent.

LANGUAGE AND COMPOSITION

TO TEACHERS

Language being the expression of ideas by means of words, either spoken or written, the development of ideas must of necessity precede the study of words, their relations and use.

The pupil must first learn to observe and to express the result of his observation, by means of correct spoken language, before attempting to make use of written language. Object lessons furnish the material for the development of the pupil's ideas, but they should not be confined to mere statements of facts.

The aim of the teacher should be to so develop the pupil's powers of observation that he may, by his own efforts, acquire information additional to that imparted by the teacher. That pupils may acquire the ability to express their thoughts in intelligent and correct spoken and written language, requires constant practice in talking and writing, under the guidance of a teacher who has the ability to carefully and patiently correct all errors of speech, whether spoken or written.

Object lessons, or strictly speaking, observation lessons, in connection with familiar things, afford the best means of securing the continual practice in talking and writing.

The outline of work should be systematic and logical, going from one "step" to another carefully and patiently. Without such systematic training as will enable the pupil to proceed from easy to more difficult subjects, composition will continue to be a much dreaded subject.

To properly follow the outlines of work, as given, requires of the teacher very thorough and careful preparation each day, for the work of the following day. The labor cannot be shirked. "Once a week" is not often enough to have composition exercises.

The drill, the continual going over and over, must be so frequent, so thorough, that the pupil forms a fixed habit of observing, thinking, talk-

ing and writing, in a correct and methodical way. Ultimate success can only be had by talking and writing, day after day, week after week, month after month, term after term, year after year.

It is not intended that the course of study, as herein given, will supply sufficient material for daily work through a period of eight years, and the teacher must, in consequence, be provided with such books of reference as will furnish material in abundance. The course of study in arithmetic and geography is so rich in material for composition work that the shrewd teacher will so use it as to make the "language period" an actual "study hour" in those branches.

The observation lessons, as outlined, are simply Lilienthal's "Things Taught," graded and adapted to meet the wants of Primary and lower Grammar grades, and teachers desiring more extended exercises or outlines for compositions will be provided with the books.

Teachers of second and third year grades will be supplied with Long's New Language Exercises, Part I., and teachers of fourth and fifth year grades, with Part II., of the same book.

The "relief work" is intended to supply a greater variety of exercises to relieve the pupils from continuous drills on the same topic, and thereby avoid weary monotony, which tends to destroy all interest and enthusiasm.

FIRST YEAR—D PRIMARY

FIRST HALF

Observation Lessons

The general directions applicable to all grades, for language and composition work, are:

1st. Train the pupil to observe things.

2d. Train him to tell the result of his observations by means of correct language.

3d. Train him to write the result correctly.

The work of the first year should be largely oral. The conversations or "talks" with the pupils should be at first concerning those objects with which they are most familiar:

First, give the names of a few toys or pets at home, then ask the pupils to give names of other toys or pets, and lead them to describe them, being careful to kindly correct all inaccuracies of speech. When an interest has been awakened, proceed to develop their powers of observation in an easy and progressive way.

At the close of the "talks" each day, tell the pupils what they are to talk about the following day.

The subjects for the five months would be, say: First month, "Toys," etc.; second month, "Names of Things;" third month, "Materials of Things;" fourth month, "Qualities of Things;" fifth month, reviews.

Each day of the month should be provided for by subdividing the work into topics, as follows:

First Month—Doll, ball, wagon, top, cat, dog, bird, pony, etc.

Second Month--Give the names of things in the desk, church, pantry, school room, garden, cellar, sitting room, sky, stable, school yard, parlor, river, store, woods, street, going home, etc.

Give the names of things made by the carpenter, painter, tailor, printer, baker, blacksmith, etc. Give the names of things raised by the farmer, gardner, florist, etc.

Third Month--Of what are things made? Name six things, each made of cotton, lead, tin, wood, silk, flour, paper, glass, silver, leather, iron, wool, straw, stone, gold, etc.

Fourth Month--Qualities. Name things that are white, green, brown, black, blue, gray, red, low, high, light, thick, thin, sour, sweet, heavy, small, large, wide, deep, long, short, etc.

Fifth Month--Reviews.

FIRST YEAR--D PRIMARY

SECOND HALF

Observation Lessons

The pupils should give oral answers, using complete sentences. The teacher should write the names and sentences on the blackboard, and explain the use of capitals, periods and question marks.

Action--What does the cook do? tailor? farmer? doctor? barber? preacher? mason? thief? painter? etc.

What can be done by the boy? teacher? butcher, etc.

Manner of Actions--How does sugar taste? vinegar? seawater? How does the hare run? the dog? the horse? How does the boy write? the old man? the writing teacher? How does the locomotive go? the steamboat? the coach? the cart?

Time of Actions--When does the snow fall? When are the flowers blooming? When is the wheat harvested? When do the leaves fall from the trees? When are the mosquitos most troublesome? When does a diligent pupil play? When do the birds build their nests? When are the days the longest? When is the corn planted? What things are done in the spring? summer? autumn? night? winter? daytime? evening? morning? Thanksgiving?

Parts of Things--Name the parts of a room, table, chair, book, wagon, kite, tree, window, etc.

The teacher should explain and give instructions under each topic, either by exhibiting an object or by sketching on the blackboard.

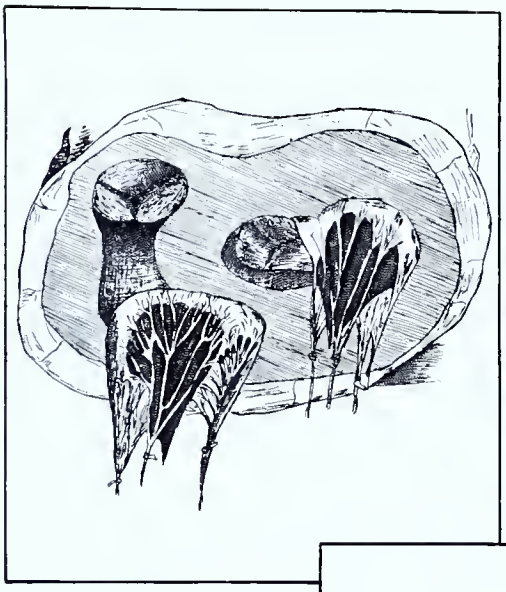
No written work should be required of pupils in this grade until the topic has been thoroughly talked about and explained; then follow the oral exercises with written ones on the same topic.

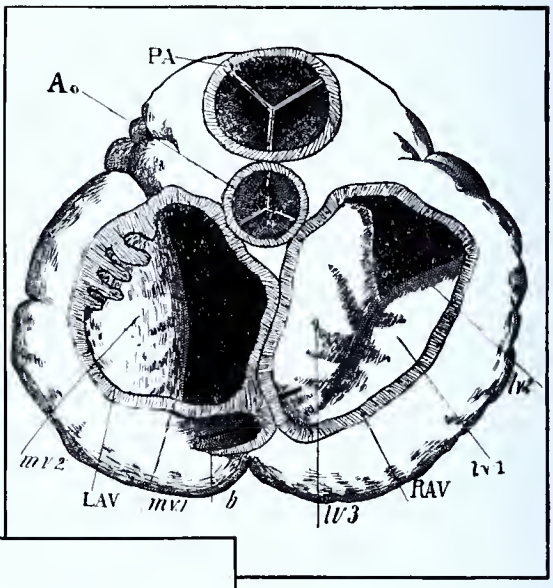
SECOND YEAR--C PRIMARY

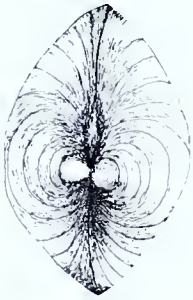
FIRST HALF

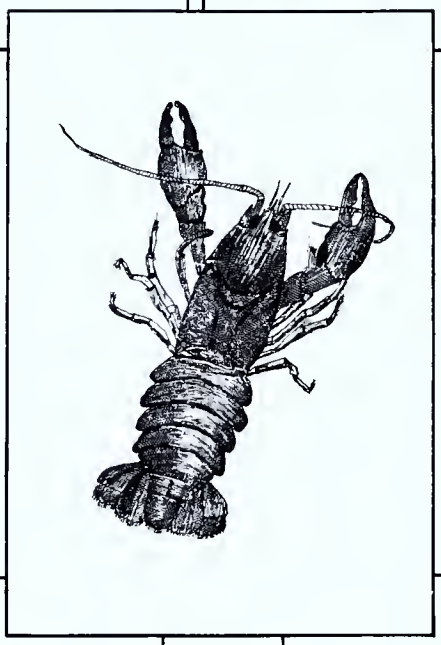
Observation Lessons

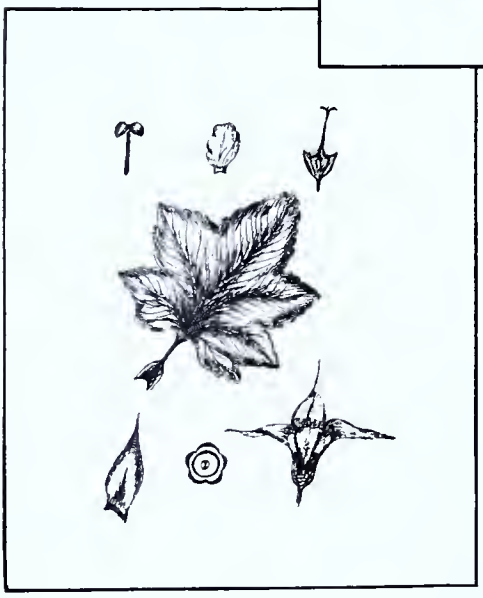
The work of the first year is, in a measure, simply preparatory work, while this grade reviews and extends the work in a more detailed manner.

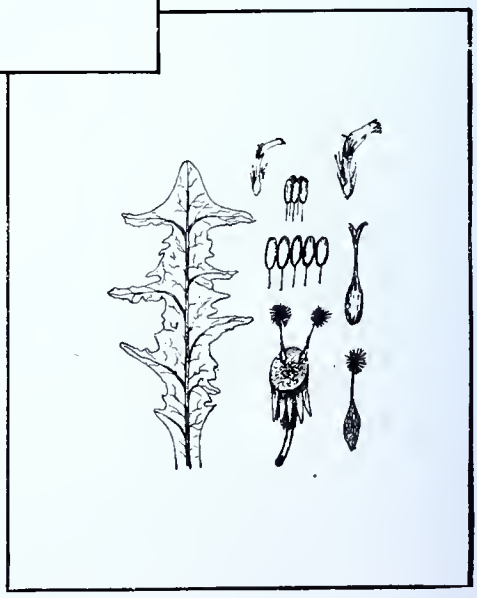












Drawing Applied—Pupils' Work in Natural Science.

In all Primary grades the teachers should present each subject or topic as follows:

First Step—Talk to the pupils regarding the subject of the day. Let the "talk," or conversation, be in an entertaining style, enlivened by practical illustrations and stories. If possible, bring objects before the class, that the pupils may become more familiar and interested in the subject.

Second Step—After the teacher has thus given thorough instruction, call upon different pupils to tell what they have learned. Encourage them to talk freely, without too many questions from the teacher.

Third Step—Require the entire class to write what they have learned; being careful to caution them at all times regarding the use of capitals, the period, comma and question mark.

Of What are Things Made?—Examine different objects, of which a few are named below, asking: "What is it? Of what is it made?" Cut or tear the object in pieces, if necessary, and enter into very minute and detailed investigations that will answer the child's question, "What is it made of?" "Of what is a shoe made?" "A kite, hook, knife, clock, vase, ball, bat, cap, hat, slate?" etc." From what is candy made? sugar, butter, cheese, vinegar, flour, molasses?" etc. "How is a book made? paper, bags, table, bonnet?" etc.

Teach the use of capitals, and the spelling of familiar names, the correct use of "is" and "are," and how to write a question. Drill in the correct use of is, are, was, were, has and have.

SECOND HALF

Observation Lessons

Qualities of Things—Name some qualities of paper, stone, coal, ink, milk, the fire, an apple, a brick, tobacco, etc. Name the qualities that are opposite of old, wet, up, just, loud, hot, good, hard, weak, orderly, kind, etc.

Teach the correct use of two, to, too, here, hear, know, no, there, their, see, sea, be, bee, write, right, blue, blew, new, knew.

Action of Things—Of Living Things—What things may be done by the ox, boy, dog, men, sheep, camel, horse, mouse, pigeon, farmer, teacher, squirrel, elephant, canary bird? *Of things without life*—What things may be done by the sun, fire, snow, wind, river, lightning? etc. What things may be done with a pin, gun, sled, drum, knife, carriage, telegraph, steam engine? etc.

Use of Things—What is the use of the ink, book, clock, school, tongue, tin cup, air, eye, nose, paint, brick, ratan, mirror, knife, scissors? etc. For what purpose does the ox use his horns; the fish his fins; the clerk his pen; the boy his knife; the soldier his flag? etc.

RELIEF WORK.

Pictures and Stories of Animals—Quadrupeds.

Letter Writing—Simple notes.

Copying short sentences placed upon the blackboard by the teacher.

Reproduction of Stories from Memory.

"Long's New Language Exercises" in the hands of the teacher.

First Reader grade, lessons 42 to 62 inclusive. Subjects: The Peach, The Knife, The Apple, Leather, The Paper, The Cow, A Ball, A Book, A Boy, My Doll, The School, My Slate, etc.

THIRD YEAR—B PRIMARY

FIRST HALF

Observation Lessons

Directions of Things—Name several things which are even, uneven, crooked, curved, straight, slanting, parallel, horizontal, perpendicular, etc. Which directions have the legs of a chair? corners of a house? bench of this room? rows of houses? bough of a tree? pendulum of a clock? etc.

Supplementary Work—Make use of course of study in geography, local animals, dress and mode of life of people of other countries. Describe the surface of the city, etc.

Text Book Work—Hyde's Practical Lessons in the Use of English, in the hands of the pupils.

The Sentence, Statements, Questions, Use of Capitals and Terminal Marks, How to Write Names and Initials, Picture Lessons, Composition, to Lesson XXVIII. of Part I.

SECOND HALF

Observation Lessons

Form of Things—Name things which are round, oval, square, rectangular, cylindrical, angular, convex, concave, triangular, conical, etc.

Teacher should draw figures on the blackboard illustrating each subject.

What is the form of a tub, a circle, a table, a marble, an egg, the street, a stove, the clock, a window, etc.

Written descriptions of subjects talked about during the recitation in geography.

Text Book Wook—Composition, Use of Words, Picture Stories, How to Write Dates and Addresses, Letters, Use of the Comma, Part I. of Hyde's Lessons completed.

Long's New Language Lessons, Part I., to be used by the teacher for supplementary composition. The Bird's Nest, The Dog in the Manger, The Toad, The Apple, The Shoe, A Spring, etc.

RELIEF WORK

Pictures and Stories of Animals—Birds.

Memory Gems—Recitations.

Story Telling—Language work from Picturesque Geographical Readers. Reproduction of The Stories Mother Nature Told Her Children.

Talks about—The Seven Little Sisters who Live on the Round Ball that Floats in the Air.

Bancroft's Object Lesson Charts.

FOURTH YEAR—A PRIMARY

FIRST HALF

Observation Lessons

Written answers in the form of complete sentences should be required.

Motives of Actions—Why do children go to school? we go home at noon? you study arithmetic? the janitor build the fires? men make paper? birds fly south in the fall? we read newspapers? Why should we send for the doctor? Why ought we to treat animals kindly? Why do butchers kill animals? Why should we love our parents? Why should we honor our teachers?

Consequences—What are the consequences of whispering? war? too much rain? short crops? warm weather? heavy frost in June? order? too much play in school? dishonesty? drunkenness? quick temper? knowledge? lying? disorder? tardiness? famine? ignorance? idleness? etc.

The foregoing exercises are intended for daily composition work, one question being given each day. Continue written description of subjects talked about in geography relating to useful plants; what is found under the surface of the earth; what is found in water.

Teachers should bear in mind that the course of study in composition is based upon daily work. No good will be derived unless a constant practice in writing and developing of ideas is kept up.

There is no rest and no end.

Text Book Work—Part II., Hyde's Practical Lessons in the use of English, to Lesson XXVIII.

SECOND HALF

Observation Lessons

Causes—What are the causes of ice? day? night? rain? snow? hail? winter? summer? etc.

Effects—What are effects of rain? study? health? stealing? exercise? gluttony? sunshine? economy? obedience? ignorance?

Consult the course of study in geography, plants useful for food, clothing, fuel, medicine, building material, etc.

Text Book Work—Hyde's Practical Lessons completed. Part II., Long's New Language Exercises, third reader grade, to be used by the teacher as supplementary work.

RELIEF WORK

Pictures and Stories of Animals—Fishes and reptiles.

Letter Writing—How to date, address and fold letters.

Memory Gems—Selections suitable for pupils of this age, to be placed upon the blackboard and memorized by the pupils.

Story Telling—Talks about Ten Boys who Lived on the Road from Long Ago to Now. Tell how the Seven Little Sisters Prove their Sisterhood.

Bancroft's Object Lesson Charts.

FIFTH YEAR — D GRAMMAR

FIRST HALF

Text Book—Welsh's First Lessons in English to be used as a regular text book. Sentences, Classes of Words, Chapter IV.

Reference Books—Long's Language Exercises, Part II., pages 49 to 67.

Things Taught, Chapter III., Section First. Stories to be read and explained to the pupils by the teacher. The pupils should first tell the story and then write it.

Chapter IV., Section First, Stories to be made from Outlines.

SECOND HALF

Text Book—Welsh's First Lessons in English, Sub-classes of Words, Chapter V.

Reference Books—Long's Language Exercises, Stories for Reproduction, Information Lessons, Conversation Exercises, Description of Pictures, Composition Outlines, Letter Writing and Business Forms.

Things Taught, Chapter IV., Section Second, Stories from Outlines.

RELIEF WORK

Pictures and Stories of Animals—Bees and butterflies.

Observation Lessons—On plant life.

Memory Gems—Selections from the best authors to be memorized.

Talking, Reading and Writing—About topics in geography, Seattle, roads, street railroads, Puget Sound trade, mining for gold, silver, copper, lead, coal, and iron in Washington, hop-raising, fishing for salmon, etc.

American History Stories—For reproduction.

Bancroft's Object Lesson Charts.

SIXTH YEAR — C GRAMMAR

FIRST HALF

Text Book—Welsh's First Lessons in English, Chapter VI., Elements.

Reference Books—Things Taught, Chapter IV., Section Third. Letter Writing. Bills and Accounts. The teacher should instruct the pupil how to date, address, sign, fold, and direct a letter.

Ward's Graded Lessons in Letter Writing, No. 1, to be used by the pupils.

SECOND HALF

Text Book—Welsh's First Lessons in English, completed.

Reference Books—Things Taught, Chapter V. Description of Natural Bodies, Natural Phenomena, Artificial Bodies and Trades.

Ward's Graded Lessons in Letter Writing, No. 1, to be used by the pupils.

RELIEF WORK

Stories and Pictures of Animals—Sea shells and river shells.

Observation Lessons—On plant life.

Memory Gems--Continued memorizing of choice selections in poetry and prose.

Talking, Reading and Writing about topics in the geography lessons, light houses, the sea, grazing, wheat growing, lumbering, seal fishing, etc.

Bancroft's Object Lesson Charts.

SEVENTH YEAR--B GRAMMAR

FIRST HALF

Text Book--Welsh's Lessons in English Grammar should now be placed in the hands of the pupils. English--Growth and Relation, The Alphabet, The Sentence, Induction, Transmutation, Phrase and Clause Equivalents, Classification of the Parts of Speech, to Chapter XVI.

Composition Writing from Outlines—In addition to such composition work as may be given in the text book, other work should also be required, that the pupils may have constant practice. Much of the trouble in securing this continual practice in writing, is due to a lack of material, arranged in an easy, progressive order.

A short "outline" should be placed on the board at least twice each week. The pupils can supply the connecting words and thoughts, producing a short composition, in not to exceed twenty minutes.

Careful drill in the use of capitals and punctuation marks.

Ward's Letter Writing and Business Forms No. 2, to be used by pupils.

SECOND HALF

Text Book—Inflections of nouns, adjectives, verbs and adverbs. Composition work as directed for first half. Letters, receipts, accounts, checks, drafts, etc.

Ward's Letter Writing and Business Forms No. 2, to be used by the pupils.

SUGGESTIONS TO TEACHERS OF SEVENTH YEAR GRADE

As an introduction to the study of advanced grammar, the teacher should awaken an interest in the study by talks or "lectures" upon the "Origin of Words," "Kinds of Language," "How there came to be any Language at all."

Information for use in the preparation of these lectures is to be had in reference books on similar topics.

The following remarks upon "Kinds of Language" and "Origin or Words" are taken from a book, yellow with age, covers gone, and nothing to indicate the author's name. If it could be done, the highest credit would be given him, for it is certainly the simplest, clearest and most logical work of the kind ever published. It is very unfortunate for teachers and pupils that the best books are "out of print," and stray copies can be found only on the dusty shelves or among the cobwebs of a "second hand book store."

KINDS OF LANGUAGE

1st. Language is the communication of ideas, and there are four general kinds: Gestic, symbolic, spoken and written.

2d. Gestic language is the expression of ideas by looks, gestures and expressive cries. We express assent and dissent by a nod or a shake of the head; pain, by a groan or by O, uttered with a peculiar sound; other things, by other motions and signs, as the case requires. It is the principal language of the deaf and dumb.

3d. Symbolic language is the expression of ideas by characters representing ideas or objects. A circle is used as a symbol of eternity; the picture of an eye, of knowledge; a bouquet of certain flowers, of love or dislike, etc. Pictures and figures are the principal elements of symbolic language.

4th. Spoken language is the expression of ideas by uniform sounds called words. Written language is the expression of ideas by characters, representing sounds.

5th. Written characters are of two kinds—either signs for objects, as pictures, hieroglyphics and other symbols, constituting symbolic language; or signs for sounds, which, simple or combined, represent words and constitute written language.

6th. Pictures represent objects and their relations, through a visible resemblance: Thus, the picture of one man stretched upon the earth and another standing by him with a deadly weapon, would visibly represent to us that one had killed the other.

7th. Hieroglyphics represent objects through a conceived resemblance, except that each is conceived to have no beginning or end.

8th. Some symbols represent things arbitrarily, without any resemblance, either visible or conceived. Such are the alphabetical characters, as A, B, C, and the mathematical signs, as +, —, ×, =, etc.

9th. Language is either natural or artificial. Natural language is that which is dictated by nature, and such as all persons would instinctively use in like circumstances. It is common to man and the brutes. The natural modes of expression are such as laughing, crying, looks, gestures, and intonations.

10th. Artificial language is the communication of ideas, by artificial signs representing natural expressions. Thus, a person wishing to communicate something respecting a cat, a dog, or a sheep, would, by nature, first mew, bark, or bleat, and then by such motions and signs as nature would dictate, make known his ideas.

11th. But in the artificial mode, instead of mewing, barking or bleating, he could direct attention to the animal by calling it by name, and then by other words further express his ideas. The words cat, dog, and and sheep are artificial signs to represent the same thing as mewing, barking, etc.

12th. Natural language is the same in all parts of the world. But in the formation of artificial language, different nations and tribes have

from incidental causes, adopted different names, words and characters to represent the same thing. Thus, what we call man, another nation calls anthropos, another, homo, and so on.

13th. Hence, artificial language is subdivided into many different kinds, properly called dialects, but more commonly, languages, as the Chinese, Hebrew, Greek, Latin, French and Spanish languages.

14th. Grammar being the science of language, is consequently of two kinds, universal and particular. Universal grammar explains those principles of language which are common to all nations; and particular grammar, such as are common to a particular nation.

15th. A Latin grammar explains the principles of the Latin language; a French grammar, of the French language; and English grammar, of the English language. As we are descended from the English, and speak the same dialect or language, the grammar of our language is English grammar.

16th. The first rudiments of taste and refinement no sooner appear in any people, than their language begins to emerge out of that state of rudeness in which it is ever found in uncivilized nations. Hence, the gestic and symbolic languages, which are the primitive forms, have ever in the progress of man's civilization, gradually merged into two higher kinds.

17th. And with us, so far as they have become absorbed, that all language is now frequently, yet improperly, classed under the two generic terms, "spoken" and "written." Though these latter are the most common, the most useful and the most refined, the former can never be dispensed with entirely, but must ever remain distinct and important modes of communication.

18th. It will be seen upon observation, that the gestic and symbolic language are constantly blending with and modifying the spoken and written, and that, while they may become obsolete in name, they never can in force.

19th. Much of the expressiveness and meaning of words depends upon intonation. But tones, looks and gestures are not properties of either spoken or written language, for they existed before words were, and are common to brutes that have no words.

20th. If we utter the word "no" without emotion it has its proper signification of negation, but we may make it equivalent to a positive command by looks and tone of voice, yet we may utter it so as to ask a question. In like manner, and with like ease, we may turn it into an humble supplication, or convey it into a mark of surprise. And thus we may do with any word in our language.

21st. Not only are our numerical figures and algebraic, or geometrical signs, symbolical, but our commas, colons, periods, interrogation and exclamation points, parentheses, asterisks, etc., also are remnants of the same language.

22d. Passing upwards from these, we find those signs of emotion used in exclamatory expressions, such as O, ah, alas, etc. These are symbolic characters, or, in other words, symbolic representatives of gestic

language. They are characters representing emotion, and for their expressive qualities depend entirely upon the manner of their utterance.

23d. They are obviously distinct from spoken or written language in correct acceptation, hence, many grammarians have denied them a place among the "parts of speech." But whatever may be said of them, in respect to their nature or importance, they are, notwithstanding, language, and language that is frequently used by persons of weak mind and ardent temperament.

24th. Passing from the highest order of these to the lowest order of words proper, the transition is slight, and the division line scarcely perceptible—as alas, indeed, aha, amen, yes, no, never, etc. And from these we may still proceed—as the, this, thus, so, how, what, that, I, he, it, etc., until we arrive at words of the highest order.

25th. While, therefore, grammar must be confined principally to the treatment of "written" and "spoken" language, the importance and influence of the others should never be overlooked. Of written and spoken language, words constitute the main element.

ORIGIN OF WORDS

1st. Suppose a person unacquainted with words wished to communicate to his companions the fact respecting two men who were a little distant, that one of them had struck the other, he would first adopt some means to gain attention, then point to the man who struck, then imitate the act of striking, and then point to the man who was struck.

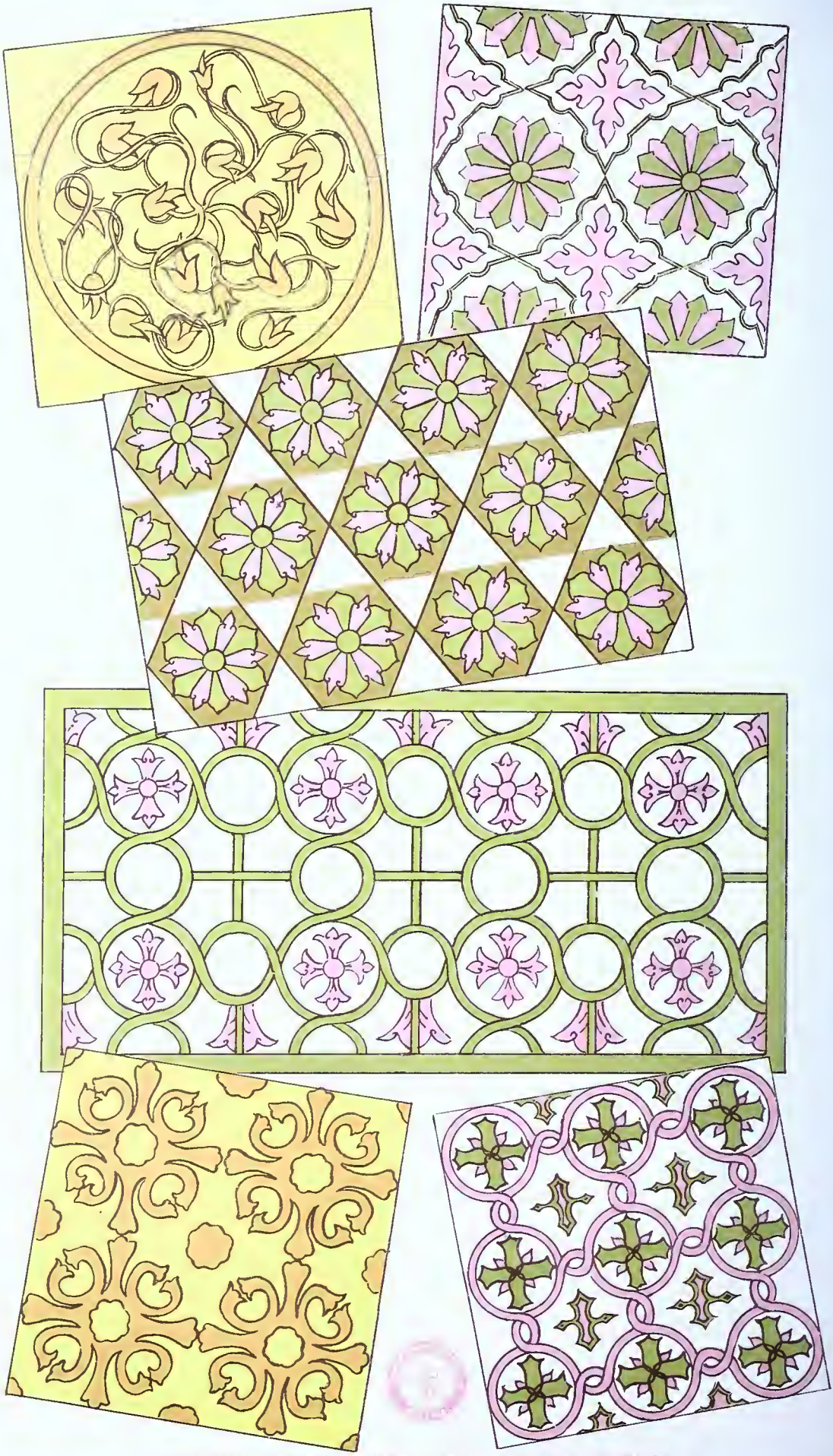
2d. Now, here are three or four several particulars, each of which upon the formation of words would require to be indicated—the pointing, the action, the persons concerned in the action, and perhaps the means employed to gain attention.

3d. As men would naturally form words first to represent those things the most necessary to be represented, we may reasonably conclude that words would first be formed to represent actions connected with those objects, next, to represent or correspond to pointing, and subsequently, such other words as circumstances might require.

4th. In the above case, which in this respect may be considered the representative of all other cases, if the men were out of sight the communicator would be unable to make this fact known unless he had some means of designating them; but he could imitate the act of striking as well when the men were absent as when the men were present, and thus be able to succeed if he had only some representative of the men.

5th. Consequently his first word, whatever it may be, would be equivalent to our word "man." His next word would be equivalent to our word "struck." He would then have a sign for the objects and a sign for the action connected with them, as, "man struck man." As the objects in this case are alike, one sign, "man," answers for both; but were they different, two signs would be required, thus: man killed snake, man shot bird, dog bit horse, etc.

6th. Next in the order of formation would be words to supply the place of pointing. Several analogous things having one name appropri-



ORIGINAL DESIGN IN WATER-COLOR — HIGH SCHOOL

ated to them in common, it would be necessary when speaking of any one in particular, to have some means of pointing it out.

7th. If the objects spoken of were in sight, the act of pointing would be sufficient; but when they are not, words would have to be invented for the purpose, thus: That man killed a large black snake; the spaniel dog bit the bay horse, etc.

8th. With respect to words invented to perform the office of gaining attention, it may be said that few, if any, are formed expressly for that purpose, because they are not necessary, other words or other means being employed; the most common method being to address the person by name. Yet there are a few words that appear to be of this character, as: O, yes, hear, hail, halloo, ahoy, etc.

9th. In addition to the foregoing, it was found necessary to form words for the purpose of indicationg the relative position of things, and hence we have such words as in, on, over, under, through, etc.

10th. Again it was found necessary to form certain words to be substitutes for those that represent objects, and for the pointing words connected with them, thus: "when the large brindle dog barked he frightened my horse." Here "he" is a substitute for "the large brindle dog."

11th. The principle upon which words are formed is analogy. This analogy consists in three particulars: First, in the resemblance in sound of the word to the object signified; second, in the resemblance to each other of the objects named; and third, the resemblance in formation and meaning of one word to another.

12th. As the painter must employ a color correspondent to that of the object represented, so in the beginning of language, words must be correspondent in sound to some obvious feature of the things named: thus, one bird, from its cry, is called a cuckoo, another, a whip-poo-will; serpents hiss, flies buzz, wind whistles, water roars, sheep bleat, cats mew, etc.

13th. But in the progress of society and the multiplications of ideas there arise many things which cannot be represented by the sound of the word, hence follows the next natural step, that of applying the same or a similar term to all objects having certain common resemblances.

14th. Thus, mouth is the aperture in the head of an animal, between his lips, by which he utters his voice and receives his food. From resemblance in form, the entrance of a cavern, wall or vessel is called its mouth; and because the mouth of a vessel is that by which its waters are discharged, so the part of a river where its waters are discharged is called its mouth; and as the mouth is the instrument or medium by which we speak, so a person acting as spokesman for others is called their mouth.

15th. In the progressive formation of words, one word from another, and another from that, and so on, the analogy which at first was obvious gradually becomes distinct, and finally dies away in vanishing shades, so that the last word in the series may have no resemblance to its primitive, though it will be analogous to those immediately preceding it.

16th. Our word "caudidate" means one who stands to be elected to office. It is derived from the Latin *candidatus*, having the same mean-

ing, and that from *candidus*, meaning "shining white." But candidate has not in meaning a particle of analogy to *candidus*. Candidate is taken directly from *candidatus*, and applied to precisely the same thing, but from an entirely different reason. *Candidatus* was applied to one seeking an office, because in Rome those who sought preferment wore a white robe made shining by the art of the fuller, as a signal that they were solicitous of office, hence the name, and strong the analogy.

17th. Again, our word "sincere" comes from the Latin *sincerus*, and that from *sine*, without, and *cera*, wax. But what has "without wax" to do with "sincere?" Not the least. But *cera* was wax that they used for making wax figures and painting their persons. Now, a wax figure is not a genuine person, but a counterfeit, and painting is a deception. Therefore, *sine cera* or *sincerus*, means "without deception," precisely what our "sincere" word means.

18th. Moral and intellectual objects receive terms which primitively belonged to the material; hence, language abounds in such expressions as "a clear head," "a sound judgment," "a penetrating mind," "a whole soul," "a hard heart," etc. And such words as "holy," from *whole*, "right," from *rectum*, meaning straight, "wrong," from *wrung*, signifying what is wrung, or twisted from right or straight line, etc.

19th. A person is "candid" who receives with unbiased mind whatever may be communicated to him; a person is "open" who makes known the secrets of his heart, or tells his whole mind without reserve; a person is "sincere," who uses no deception. These terms are applied to persons from analogy. "Sincere" from the cause mentioned above; "open" probably from allusion to a mansion with its doors thrown open so that any one may readily enter and view the whole interior; "candid," in allusion probably to clear white paper or surface whereon you may inscribe whatever you please, without its being obscured by pre-existing marks.

20th. The analogy upon which a term is applied to different objects may not, and often does not consist in the particular quality indicated by the term, but in something usually found in connection. We say a certain color is green; we call corn and other vegetables, when not ripe, green; we call an awkward inexperienced person green, and we say paint that is not dry is green, etc.

21st. Now a paint that is green, and a green paint, that is, a paint that is not dry, and a paint of a green color have no resemblance, nor is a person that is green analogous to a green color, nor need green corn be of a green color any more than ripe corn, for the kernel is scarce ever of a green color, whether ripe or green.

22d. But plants that are juicy and succulent are usually of a green color, and when they become ripe and dry the color often changes, hence, green often means moist, succulent, and thence unripeness, without having any reference to its primitive signification of color, the analogy in the latter cases being, not in the quality, but in the attendant circumstances.

23d. It will be seen from the examples given and from others, that when the quality which the term designates is connected with several at-

tendant circumstances, the analogous things to which the term is applied may be exceedingly numerous and diverse. For, one thing may take the name from its resemblance to one of the attendant circumstances, and another from another, and so on.

EIGHTH YEAR—A GRAMMAR

FIRST HALF

Text Books—Welsh's Lessons in English Grammar. How to Parse, Word-making, The Sentence, Principal, Subordinate and Independent Elements, Classification and Analysis. Welsh's English Composition to be used by the pupils. Begin with Chapter VII., Capitalization, Punctuation, Classification.

Ward's Letter Writing and Business Forms, No. 3.

SECOND HALF

Text Books—Welsh's English Grammar, completed.

Welsh's English Composition. Topical Analysis, The Paragraph, The Paraphrase, The Summary, Essay Writing.

GEOGRAPHY

TO TEACHERS

For information in detail regarding methods of instruction, reference books, helps, aids, apparatus, special outlines, etc., please refer to King's Methods and Aids in Geography, which has been adopted as the "Manual."

It is expected that you will make yourself *thoroughly familiar* with each and every chapter in the Manual. Study the entire course; read and re-read every chapter; use the devices.

You cannot enthuse your pupils until you enthuse yourself. All unite and increase the number of volumes in the library. Encourage good reading; help to build up your geographical museum; make geography an interesting, entertaining, fascinating study.

THIRD YEAR—B PRIMARY

FIRST HALF

Points of the compass, distance, direction; the idea of a map; use of the foot rule and yard stick; drawing to different scales, plans of the desk, school room, ground floor of school building, school yard.

The pupils should draw a map of Seattle and locate the post-office, all school buildings, churches, banks, newspaper offices, depots, hospitals, wharves, street car lines, Elliott Bay, Puget Sound, Lake Washington, Lake Union and Green Lake.

Develop idea of trade and commerce.

From what cities or countries do the ships come to Seattle? What do they bring and what do they carry away? What do the railroads bring and carry away?

Ocean, Puget Sound, beach, land, water, waves, breakers, tides, bay, gulf, cape, head, point, promontory, peninsula, isthmus, islands, strait, light-house, harbor, etc.

A Walk by Lake Washington—Develop idea of lakes, course, tributary, affluent, confluence, torrent, waterfall, brook, source, current, bed, banks, channel, basin, drainage, watershed, delta, etc.

Difference between the waters of Lake Washington and Puget Sound; animal and plant life in each.

The teacher should mould the city, representing a mile by six inches.

Lessons on natural features from observation; from the moulding board, pictures and maps.

King's Methods and Aids in Geography to be used by the teacher.

The Picturesque Geographical Readers, Vol. I, to be used by the pupils.

SECOND HALF

A Trip into the Country—Hills, mountains, range, chain, crest, groups, feet, base, summit, spurs, pass, Mt. Rainier, Mt. Baker, Cascade Range, Olympic Mountains.

Study King County, its natural features and products, minerals, woods, farm products, fish, game, etc.

Study the surface, climate, soil and productions of our state, Washington. Locate the principal cities, rivers, mountains, lakes, bays, harbors, capes, etc.

Progressive outline maps of Washington to be filled up by the pupils, as the study proceeds.

The World as a Whole—The form of the world illustrated. The two motions stated but not explained. Show from the globe hot and cold parts; zones, hemispheres, continents, grand divisions, oceans.

Direction and comparative size. North and South Amercia compared in reference to climate, animals, a few productions, and some striking characteristics of the people.

The Life of the Ocean—Sponge, ocean flowers, Puget Sound sea moss, sea anemones, tentacles, sea urchin, sea cucumber, star fish, coral, atolls, hermit crab, shark, whale.

For helps, practical suggestions, etc., see Manual, pages 226 and 227.

GEOGRAPHICAL MUSEUM

The study of geography is made much more entertaining, impressive and instructive, if real objects can be placed in the hands of the pupils. To that end teachers in all grades should at once begin to make collections for a museum. There should be but one museum in a building, located in a vacant room, and specimens so arranged in trays that they may be easily taken to different rooms when wanted. That our schools

as a whole may have one general museum, all teachers and principals should strive to secure duplicate specimens, so that one may be sent to the general public school museum.

Third year grade collections should be made more particularly with the view to represent the plant and animal life, farm products, mineral resources, history and literature, Indian relics and curios, etc., of the State of Washington.

We have within easy reach a bountiful supply of nature's products of both land and sea, and it simply requires systematic efforts on our part to form a magnificent public school museum.

FOURTH YEAR—A PRIMARY

FIRST HALF

Study of the world as a whole reviewed and continued.

Harper's Introductory Geography to be used by the pupils.

Reading and talking about the earth, the hemisphere, divisions of land, forms of the land, division and forms of water, springs and rivers, day and night, the seasons, continents and oceans, ocean currents, questions of the map of the eastern and western hemispheres.

King's Methods and Aids in Geography, in the hands of the teacher.

Text book to page 26.

SECOND HALF

North America—Study United States as a whole.

Study topically according to the following schedule:

1. Position on globe.
2. Names, capitals and principal towns.
3. Mountains.
4. Rivers and oceans, bodies of water.
5. Climate.
6. Life—vegetable, animal, human.
7. Productions.
8. Journeys.

Teachers should follow the directions given in the Manual (King's Methods and Aids in Geography), pages 228, 229, 230, where ample information may be found regarding the details, viz.: talking, reading and historical objects.

GEOGRAPHICAL MUSEUM

See directions for third year. Fourth year teachers and pupils should, if possible, collect specimens from every part of the world.

FIFTH YEAR—D GRAMMAR

FIRST HALF

Oregon, Washington and Idaho—See Harper's Introductory Geography.

Special geography of the Pacific States, North Atlantic States, Middle Atlantic States, South Atlantic States.

Follow the schedule of topics as given for fourth year grade.

Occupations in the western parts of the United States made prominent, as mining for gold, silver, iron, coal, hop-raising, fishing for salmon, fruit-raising, herding, etc.

SECOND HALF

South Central States, North Central States, West Central States, British America, Mexico, Central America.— Follow directions given in the Manual, pages 231, 232, 233.

GEOGRAPHICAL MUSEUM

Let the collections be such as will represent the states studied.
See directions for the third year grade.

SIXTH YEAR — C GRAMMAR

FIRST HALF

North and South America.—Mould the continents. United States reviewed as a whole. Study from the following topics:

1. Position, etc.
   - 1. Hemisphere.
   - 2. Zone.
   - 3. Shape.
   - 4. Comparative size.
   - 5. Progressive Map, Diagram and Outline.
2. Surface
   - 1. Highlands.
     - 1. Mountain Systems.
       - 1. Ranges.
       - 2. Peaks.
       - 3. Heights.
       - 4. Volcanoes.
     - 2. Plateaus
   - 2. Lowlands.
   - 3. Draw Profile.
3. Drainage
   - 1. Water Partings.
   - 2. Lakes.
   - 3. River Systems.
4. Climate.
5. Political Divisions
   - 1. Named in order.
   - 2. Capitals.
   - 3. Principal Towns.
6. Natural Divisions.
7. Life
   - 1. Vegetable.
   - 2. Animal.
   - 3. Human
     - 1. Races.
     - 2. Population.
     - 3. Occupation.
     - 4. Manners and Customs.
     - 5. Education.
     - 6. Religion.
     - 7. Government.
     - 8. Commerce.
8. Productions.
9. Exports and Imports.
10. Journeys.
11. Comparisons Throughout.

What to Teach on North America, see Manual, page 257.
Harper's School Geography to be used by the pupils.

SECOND HALF

Europe.—Study from the topics given for the seventh year. Mould the continent.

Teachers should refer to Manual, pages 238, 239, 240, 241, 242, for talks, helps, practical suggestions, etc.

GEOGRAPHICAL MUSEUM

Let all work together in collecting specimens representing North and South America and Europe, as directed for third year grade.

SEVENTH YEAR—B GRAMMAR

FIRST HALF

Asia, Africa.—Mould the continents. Study from the following topics:

SCHEDULE OF TOPICS

1. Brief History.
2. Striking Characteristics.
3. Position, etc.
   - 1. Hemispheres.
   - 2. Zones.
   - 3. Latitude nnd Longitude.
   - 4. Shape.
   - 5. Absolute and Comparative Size.
   - 6. Diagram, Outline—Progressive Map.
4. Surface
   - 1. Highlands
     - 1. Mountain Systems
       - 1. Ranges.
       - 2. Separating.
       - 3. Slope.
       - 4. Direction.
       - 5. Peaks.
       - 6. Heights.
       - 7. Volcanoes.
       - 8. Analogies.
     - 2. Plateaus.
     - 3. Deserts.
   - 2. Lowlands
     - 1. Plains.
     - 2. Lowlands on Coast.
   - 3. Draw Profile.
   - 4. Draw and Print on Progressive Map.
5. Drainage
   - 1. Water Partings.
   - 2. River Systems
     - 1. Source.
     - 2. Course.
     - 3. Length.
     - 4. Navigable.
     - 5. Branches.
     - 6. Peculiarities.
   - 3. Lakes.
   - 4. Draw and Print Names on Map.
6. Political Divisions
   - 1. Named in Order.
   - 2. Capitals.
   - 3. Principal Towns.
   - 4. Print Names on Map.

7. Natural Divisions
   - 1. Border Waters
     - 1. Oceans.
     - 2. Seas.
     - 3. Gulfs.
     - 4. Bays.
     - 5. Straits.
   - 2. Projections, etc.
     - 1. Peninsulas.
     - 2. Capes.
     - 3. Islands.
   - 3. Isthmuses.
   - 4. Print Names.

8. Climate
   - 1. Causes
     - 1. Latitude.
     - 2. Elevation.
     - 3. Mountains.
     - 4. Slope.
     - 5. Winds.
     - 6. Moisture.
     - 7. Currents.
     - 8. Surface.
   - 2. Peculiarities.
   - 3. Healthfulness.

9. Life
   - 1. Vegetable.
   - 2. Animal.
   - 3. Human
     - 1. Races.
     - 2. Population.
     - 3. Occupation.
     - 4. Language.
     - 5. Manners and Customs.
     - 6. Education
       - Literature.
       - Science.
       - Arts.
     - 7. Religion.
     - 8. Government.

10. Productions—printed on Progressive Map.

11. Commerce
    - Foreign or Domestic.
    - 1. Exports.
    - 2. Imports.
    - 3. Commercial Towns
    - 4. Routes of Commerce
      - 1. Land.
      - 2. Water.
    - 5. Peculiarities, etc.

12. Prominent cities.
13. Journeys.
14. Comparisons—throughout on every topic.

SECOND HALF

Australia, Oceanica, West Indies.—Study from topics given for first half. See Manual, pages 242, 243, 244, 245, 246.

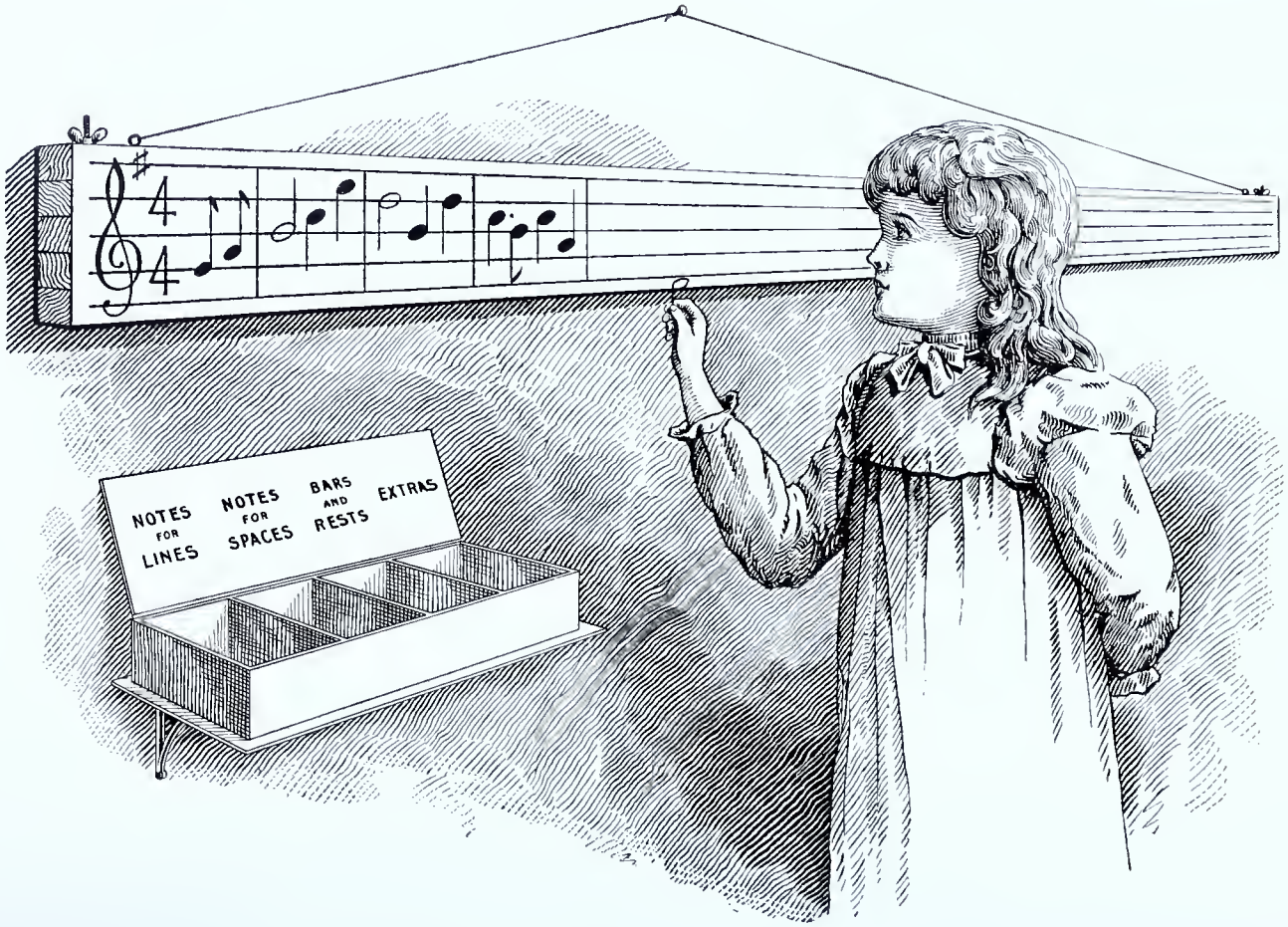
GEOGRAPHICAL MUSEUM

Collections representing Africa, Asia, Australia, Oceanica and West Indies.

See directions for third grade.

EIGHTH YEAR GRADE

United States history throughout the year.



MUSIC BOARD.

Originated and Patented by H. S. SHARPE, for the Teaching of Music by Object Lesson in the Public Schools of Seattle.

SPELLING

In the first and second year grades the words are to be selected from the reading lesson.

The Modern Spelling Book is to be placed in the hands of the pupils at the beginning of the third year, and the work continued as follows:

PART I. OF SPELLER

Third Year Grade—First Half, to Lesson 51; Second Half, to Lesson 101.

Fourth Year Grade—First Half, to Lesson 140; Second Half, to Lesson 180.

Fifth Year Grade—First Half, to Lesson 220; Second Half, to Part II.

PART II. OF SPELLER

Sixth Year Grade—First Half, to Lesson 40; Second Half, to Lesson 80.

Seventh Year Grade—First Half, to Lesson 120; Second Half, to Lesson 140.

Eighth Year Grade—First Half, to Lesson 180; Second Half, to Lesson 210.

CIVICS—HISTORY—PHYSIOLOGY

The outline of work to be done in civics in the sixth year grade, and physiology in all the grades, will be discussed and determined at the regular monthly meetings of teachers and principals.

MUSIC

FIRST YEAR—D PRIMARY

FIRST HALF

Easy rote songs, sung softly.

SECOND HALF

Class learn scale sounds by imitation of teacher. Practice the same from the music ladder and staff, as illustrated on Whiting's First Chart, or Mason's Fifth Chart and Hand Signs. Rote songs from the First Music Reader.

SECOND YEAR—C PRIMARY

FIRST HALF

Short daily drills in scale sounds. Time drill exercises, all beating time and naming the beats. Study musical characters, as staff, clef, bar, double-bar, measure half and quarter notes, and their corresponding rests. Time marks, as 2-3, 3-4, 4-4, or C common. Exercises on Whiting's first nineteen charts, or Mason's first fifteen charts.

SECOND HALF

Review Whiting's first nineteen charts, or Mason's first fifteen charts, and complete the primary charts.

Drill exercises and songs on the first thirty pages of Whiting's First Music Reader.

Short drill in scale sounds.

THIRD YEAR—B PRIMARY

FIRST HALF

Short daily drill in scale sounds.

Review the first thirty pages of Whiting's First Music Reader, and continue the study and practice of exercises and songs to the fifty-sixth page.

Exercises and songs in the first twenty charts of Mason's Second Series, or corresponding work in Whiting's.

SECOND HALF

Class write the following characters: Staff, C clef, bar, double-bar, whole, half, quarter and eighth notes, and their corresponding rests, slur and tie.

Short daily drill in scale sounds.

Complete the exercises and songs in Whiting's First Music Reader, or complete the exercises and songs on Mason's Second Series of Charts. Selections from the first sixty pages of Whiting's First Music Reader.

FOURTH YEAR—A PRIMARY

FIRST HALF

Whiting's charts and books used hereafter.

Drill in scale sounds. Study and practice exercises having dotted notes on thirty-first chart, also on page 14 of the second book. Begin two-part singing on Chart 33. Practice exercises on pages 16 and 17 of second book.

Begin the study of the chromatic scale ascending, on Chart 34, and pages 18 and 19 in the book.

Practice one and two-part exercises and songs to the 54th page in the second book, also to the 40th page.

SECOND HALF

Chromatic scale exercises on Chart 40, and page 55 in second book.

Complete the remaining charts. Practice selections from the one and two-part exercises and songs in the last half of the second book.

Write the scale of C, G, and D.

Give the meaning of the various time marks taught in the second book.

Write notes, rests, slur, tie, etc.

FIFTH YEAR—D GRAMMAR

FIRST HALF

Review the first seven pages of the third reader.

Learn the formation of the major scale.

Study marks of expression and key signatures on page 8.

Study pitch names (letters), of the treble staff, beginning on page 10 of the third reader.

Sing selections from the exercises and songs of the first sixty pages of the book.

Write the first five major scales.

SECOND HALF

Practice exercises and songs on the remaining pages of the third book.

Name the key letter when any signature is given.

Write the nine major scales taught in this book.

Call pitch names by skips from C to G.

SIXTH YEAR—C GRAMMAR

FIRST HALF

Review the first nine pages of the fourth music reader.

Describe the formation of the major scale ; give the number of sounds, the kind of steps between any two sounds in scale order, as from 1 to 2, 3 to 4.

After learning an exercise by the syllables, sing the same, using one syllable only, as la, lo, loo.

Write the chromatic scale ascending.

Sing selections from the first fifty pages of the fourth music reader.

SECOND HALF

Call pitch names.

When a key signature is given, name the key note and its location.

When a key note is given, name its signature.

Practice two part songs and exercises to the 90th page.

Study the triads of the major scale on page 90.

Continue the practice of three-part exercises and songs to the end of the Fourth Music Reader.

Write the chromatic scale descending.

SEVENTH YEAR—B GRAMMAR

FIRST HALF

Learn the kinds of steps between any two degrees of the staff, as from the first line to the first space, etc.

Practice the key changes, as illustrated in the daily scale drill on page 10 of the Fifth Reader.

Sing two-part solfeggios and songs to page 28.

Study triads and chords.

Sing two and three-part solfeggios and songs to the ninth page of the Fifth book.

SECOND HALF

Learn the name and location of the bass clef.

Learn the pitch names of the bass staff.

Sing three-part solfeggios, and songs to the end of the Fifth Music Reader.

Practice and study the two forms of the minor scales, pages 43 to 50.

Written examinations in all preceding elementary studies.

EIGHTH YEAR—A GRAMMAR

FIRST HALF

Review the first ten pages of the Sixth Music Reader.

Continue the study of intervals, triads and chords, as illustrated on the fifteenth, sixteenth and seventeenth pages of the Sixth Reader.

Passing notes and appoggiatura on page 18.

Practice the chromatic scale ascending.

Sing selections from the forty-four solfeggios and three-part songs.

Written examinations.

SECOND HALF

Practice the chromatic scale, ascending and descending.

Study the formation of the minor scale—two forms.

Continue solfeggio practice, using one syllable only.

Sing three and four-part songs, anthems, hymn tunes, etc.

Written examinations in past studies.

HIGH SCHOOL

Vocal exercises and chromatic scale drill, pages 11, 12, 13 and 14, Part Song and Chorus Book.

Selection from twenty-six solfeggios.

Study the minor scale, practice minor solfeggios on pages 30, 31 and 32.

Learn the meaning of the musical terms and signs, movement terms, etc.

Vocalize the solfeggios, using ah, la, lo, loo.

Practice part songs, anthems, hymn tunes, etc.

PENMANSHIP

SUGGESTIONS TO TEACHERS

For many, writing is an interesting study to present, but we believe that through the method we are now using that it will become more and more interesting, alike for teacher and pupil, as we better understand it.

No study in the curriculum has been more neglected than writing, and certainly no subject is of more importance or admits, in a greater degree, of the establishment of good habits, which should underlie all instruction.

The study and practice of penmanship should be conducted in such a manner that it will assist materially in disciplining the school. Make some *special preparation* for each recitation and be on your feet while drilling your class.

Remember, pupils are quick to notice apathy or a lack of interest on your part when the special teacher is presenting a lesson. Many teachers write the lesson through with their classes when the specialist is in the room; this never fails to please and interest the pupils, and we commend the plan.

Regular teachers, pupils and special teachers may be compared to a garden. The children are the soil, in the soil the specialist sows the seed for results in physical culture, music, drawing and writing; you are expected to *care* for the work. We recommend you to make pleasant words of encouragement your sunshine, preparation and firmness the rain, and animated work the hoe.

See that pupils do the prescribed work, nothing more, nothing less; *also that they apply the right position, movement, etc., in all their lesson records and lesson getting.*

Subordinate form to movement. The most difficult thing to do, in learning to write is to train the muscles of the hand and arm, so that they can perform the dictation of the will.

Reference to the following classification of the essentials in writing may prove beneficial:

1. *Legibility.*—1. *Form*—(*a*) Elements. (*b*) One space letters. (*c*) Figures. (*d*) Loop letters. (*e*) Capitals. 2. *Slant*—(*a*) Main, 48 to 52. (*b*) Connective, 28 to 32. 3. *Arrangement*—(*a*) Classification of letters (1st, one space letters; 2nd, figures; 3rd, loop letters; 4th, capitals). (*b*) Grouping (into families, as follows, one space, two space and three space or loop for small letters, capital "O," capital "Fold" and "Stem" families for capitals). (*c*) Monograming (letters of similar formation). (*d*) Alignment (telling pupils where the letters rest, and naming that line, also other lines).

2. *Rapidity.*—1. *Position*—(*a*) Sit in the middle of the seat, facing front. (*b*) Feet flat upon the floor. (*c*) Body bent forward from the hips. (*d*) Hands and fore-arm resting on the desk. (*e*) Paper should lie diagonally on the desk at an angle of 70° to the left of a vertical line.

3. *Pen.—Holding*—(*a*) Take pen between the first and second fingers and thumb. (*b*) End of thumb should touch the holder a little below first joint of the first finger. (*c*) Last two fingers should be bent under the hand so that the back of the nails can act as a sliding gauge for the hand.

4. *Movements.*—(*a*) In first, second, third and fourth grades, "arm" for small letters, figures and capitals; "free arm" for all large exercise drills. (*b*) Above fourth grade, "arm" for movement exercise work; "combined" for writing proper.

Signals for Opening—

1. Clear desks of everything not to be used in writing.
2. Get tablets in position, open ink wells and take pens.
3. Take the writing position and give attention.

Signals for Closing—

1. Close ink wells.
2. Wipe pens.
3. Lay pens in grooves and take rest position.

FIRST YEAR—D PRIMARY

First grade teachers will please meet the Supervisor of Writing the second Monday in every month, at which time a program for the following month will be presented and discussed. Writing tablets and good lead pencils are to be used in this grade.

First month's work will be devoted to teaching position of body at the desk, manner of holding pencil, describing the movements and studying the elements, in the following order: First week give little talks on writing, describing its usages, etc , also give daily drills on position of the body, feet, hands and arms; second week teach pencil holding in addition to drills on position of body; third week introduce movements, or in other words, tell children what the hand and arm does, how the *arm* is off the desk when we make ovals, circles or anything that is large, and that we call that "free-arm;" then tell them that if we wish to make letters or figures we allow the *arm* (not the side of the hand nor the wrist) to drop onto the desk, and this is called "arm" movement.

A series of movement exercises adapted to first year work will be handed to teachers.

We are now ready to study and practice the elements of writing, which will require, at the least calculation, the rest of the first month.

Writing is a manual art, therefore, the analytical and synthetical methods should be combined. We *see* a letter as a whole, but must *make* the parts first.

Pupils will be expected to learn to write at least two hundred easy words before the end of the school year.

SECOND YEAR—C PRIMARY

Commence the use of pen and ink. First review of principal part of preceding year's work.

Simple "free-arm" and "arm" movement exercises will precede every lesson. More attention given to word writing.

THIRD YEAR—B PRIMARY

Hurried review of last year's work. Special attention will be given to training the hand to move laterally. Drills on the two movements.

FOURTH YEAR—A PRIMARY

Review. Tests of speed in capital letter making. Commence teaching monetary and commercial signs. In connection with writing we shall teach "bills and accounts," first steps in correspondence, parts of letters, etc.

In all grades, up to and including the fourth, we count for every stroke of the pen.

FIFTH YEAR—D GRAMMAR

Here we commence to teach "arm" and "combined" movements exclusively. Do not allow pupils to raise arm off the desk. Give talks on the philosophy of movement, illustrating same in different ways. Tests of speed in figure and capital letter making. Teach folding letters and addressing envelopes. Have pupils write letters applying for positions, etc.

SIXTH YEAR—C GRAMMAR

Tests of speed in word writing, etc. At least one-third of every lesson in grades above the fourth should be devoted to appropriate and systematic movement discipline. Writing letters of introduction. General commercial correspondence.

SEVENTH YEAR—B GRAMMAR

Tests of speed and endurance in all work. Contests in letter writing between similar grades in the different schools. Sentence writing, promiscuous figure making in columns and lines.

EIGHTH YEAR—A GRAMMAR

Body writing. Tests of speed and endurance. Lessons in ware house marking.

DRAWING

FIRST YEAR—D PRIMARY

The work is laid out in Prang's Use of Models, six chapters covering the work of *each half year*. These chapters are divided into three lessons, each covering *five days' work* if properly *impressed* and *supplemented* by the teacher.

MODELS

Geometric Solids ..... { Sphere, Cube, Cylinder, Hemisphere, Square, Prism, Right Angled Triangular Prism.

Objects—Based on Geometric Solids.

Tablets ..... { Circle, Semi-circle, Square, Oblong, Right Angled Triangle.

Natural Forms—Vegetables, Leaves, etc.

Work—Moulding in clay, paper folding, stick laying, drill in position, pencil holding, drawing lines.

Order of Work—1st. Construction—Moulding solids and objects based on solids.

2d. Representation—Of solids in general outline. Outline of different views by stick laying, paper folding and drawing.

3d. Decoration—Arrangement of solids, tablets, sticks in pleasing combinations.

SECOND YEAR—C PRIMARY

The work for the second year is laid out in Prang's Use of Models, six chapters covering the work of *each half year*. These chapters are divided into three lessons, each lesson covering *five days' work* if properly *impressed* and *supplemented* by the teacher.

MODELS

Geometric Solids ..... { Ellipsoid, Ovoid, Equilateral Triangular Prism, Cone, Square Pyramid, Vase Form.

Objects—Based on Geometric Solids.

Tablets ..... { Ellipse, Oval, Square, Circle, Equilateral, Isosceles and Right Angled Triangle.

Natural Forms—Fruit, Vegetables, Leaves.

Work—Moulding in clay, paper cutting, stick laying, drill in position, pencil holding, drawing lines.

Order of Work—1st. Construction—Moulding solids and objects based on solids,

2d. Representation—Of solids in general outline. Outline of different views by stick laying, paper cutting, drawing of simple objects in general outline.

3d. Decoration—Arrangement of solids, tablets, sticks, cut paper forms in pleasing combinations.

THIRD YEAR—B PRIMARY

FIRST HALF

The first six pages of Drawing Book No. 1, with the accompanying practice pages, are to be completed during the first half year, together with such supplementary work as may be suggested by Prang's Manual and the Supervisor of Drawing.

PHYSICAL CULTURE.

This allows three weeks' time to the study of each subject, as follows: Practice pages A, B, C, of drawing book; drill exercises in pencil holding and arm movement. (See Manual, pages 2 and 3.)

Page 1, Study of Sphere. (See Manual, pages 4 and 5.) Study the object from all points. Draw its outline—draw the pattern and make the object of suitable material. Study other objects spherical in form and mould them in clay. Draw the top view, front view, side view. Place the object in various positions, viz.: on a level with the eye, below the level of the eye, and represent the appearance in each position.

The work of the remaining five pages includes study of type forms, objects, natural forms and ornamentation, and is to be carried out in similar manner, with constant and careful reference to the Manual.

The teacher is referred to the paragraph on Language, page 28 of the Manual.

SECOND HALF

The work of this half opens with the study of decorative design, based upon an arrangement of angles and squares.

Drawing Book No. 1, page 7. (See Manual, page 19.)

The pupils' taste and ideas of arrangement are here developed by drawing, paper cutting and pasting.

The remainder of the work is devoted to construction of objects, drawing from objects and from nature.

At the close of this year the pupil is supposed to be perfectly acquainted with the terms of location, direction, position, seeing, length and division, the names of models, objects, arrangements and details used during his work. (See Manual, page 28.)

FOURTH YEAR—A PRIMARY

FIRST HALF

Complete first six pages of Drawing Book No. 2, with accompanying practice pages.

In this term's work the study of but two of the type forms is included. The remainder of the time is given to common objects and natural forms.

Practice pages A, B and C are devoted to drill exercises. (See Manual, pages 30 and 31.)

D. B., page 1, study of the horizontal cylinder. (See Manual, pages 32 and 33). This is a construction drawing. The pupil should study the model carefully, draw the three views, then from his drawing construct a pattern and make the object. He should make working drawings of various objects based on this type form, and construct the objects from his drawings.

In studying natural forms, Drawing Book, page 5 (See Manual, pages 40 and 41), the pupil should study the facts of the object and its appearance in various positions before attempting to draw it. It would be well for him in his language exercise to write a description of it, and illustrate by drawing.

FOURTH YEAR--A PRIMARY

SECOND HALF

The work of this half year opens with the study of ornamentation.

Drawing book, page 7. (See Manual, page 46). This furnishes a good exercise in cutting. The pupil's attention should be called to other quattrefoils, and to their application in ornamentation. He should draw, cut and arrange the various figures.

Pages 8 and 9 are devoted to the study of ornaments derived from natural and geometric forms.

The pupil is led to study flower and leaf forms, and originate designs therefrom; also, to originate designs based upon geometric figures.

In reviewing construction work, Drawing Book, page 10 (See Manual, page 50), the pupil should be led to make working drawings of a box of a proportion to please himself, and from these to construct a pattern which he may cut and paste.

At the close of this term, the pupil should be familiar with the terms of relation, proportion, views, the names of models, objects, arrangements and details used in the course of his year's work. (See manual, page 54.)

FIFTH YEAR--D GRAMMAR

FIRST HALF

Drawing book No. 3.

This term's work includes the study of four of the type forms, viz: The ellipsoid, ovoid, equi. tri. prism, cylinder, together with the objects and natural forms based thereon. The teacher is referred to a careful reading of pages 57, 66 and 67 of the Manual.

The construction drawings on pages 1, 2 and 3 should be supplemented with a variety of exercises illustrating principles given in the Manual. (See pages 58 to 65, inclusive.)

In the study of the group (D. B., page 4) careful attention should be given to *principles of arrangement.* (See Manual, pages 68 to 69.)

(D. B., page 6)—In studying objects based upon the cylinder, measurement by sighting is taught. (See Manual, pages 72, 73.)

SECOND HALF

The teacher's attention is especially called to pages 76 and 77 of the Manual. It is necessary to thoroughly understand the facts and principles there stated before beginning the work of this half year.

The basis of design as considered upon pages 7, 8 and 9 (See Manual, pages 78 to 81 inclusive), is geometrical, and the time should be spent in cutting, pasting, arranging and drawing similar figures, in becoming familiar with terms used, and in learning facts about historic ornaments.

Page 10 is constructive drawing. Let this be supplemented as suggested by Manual (page 83).

D. B., page 11. Principles of arrangement (See Manual, pages 84 and 85).

Page 12 is devoted to designing from flowers. Study conventionalization by drawing, cutting and pasting. The majority of this work is done in colors. (See Manual, pages 85 to 87.)

At the close of this year the class should be familiar with the names of models, objects and details, terms of construction, representation, and decoration used during that time. (See Manual, page 88).

SIXTH YEAR—C GRAMMAR

FIRST HALF

Drawing Book No. 4. Practice pages, A, B and C are devoted to drill. In the Manual (pages 90 and 91) teacher will please notice, the *object* of the drill on each page is given. Similar drills should be given on practice paper, keeping the *object of the work* in view.

Pages 1, 2 and 3 are devoted to constructive drawings, viz.: three type forms—the facts of a book and vase form. Study similar forms, taking care that the pupils do not confuse constructive drawings with perspective. (See Manual, pages 93 to 97 inclusive.)

On pages 4, 5 and 6 we take up the study of representation (see Manual, pages 98 to 103 inclusive).

All necessary terms and definitions should be thoroughly committed after the pupil has studied the object and learned the truth, *by seeing*.

SECOND HALF

Pages 7, 8 and 9 are devoted to the study of decoration. The benefit to be derived from this work depends much upon the methods used. The pupil should be led to the careful study of plant life and its application to decorative design. (See Manual, pages 106 to 111 inclusive.)

The object of the work on page 10 is to study and draw the different views of two models combined. (See Manual, page 112.) The work of the page following (page 11) is, first to read the drawing of the three views on page 10, and then to place models in a corresponding position below the level of the eye, and draw their appearance. (See Manual, page 113.) The work is first to be done on practice pages O and P.

Page 12 is devoted to the study of plant forms and growth. The natural branch should be carefully observed, and the methods of expressing it discussed before a line is made. Induce each pupil to bring in several branches, and when he has completed the drawing of one, to select another.

At the close of this year the class is supposed to be familiar with the names of models, objects and details, the terms of construction, representation and decoration, used during their work. (See Manual, page 116.)

SEVENTH YEAR—B GRAMMAR

FIRST HALF

Drawing Book No. 5. Practice pages A, B and C are for drill exercises. (See Manual, pages 120–121.) On pages 1, 2 and 3 work is given

for construction drawing. The class are taught to properly figure and read a working drawing. (See Manual, pages 122 to 127, inclusive.)

Pages 4, 5 and 6 are for work in perspective. (See Manual, pages 129 to 131, inclusive.)

SECOND HALF

Pages 7, 8 and 9 are for the study of decorative design. Much of this work can be expressed by cutting, and the class should be led to close observation of plant life and growth, and its relations to geometric figures. (See Manual, pages 132 to 135, inclusive.)

Page 10 calls for a working drawing. As many of the class as possible should be led to construct some simple object at home, from which a drawing may be made. (See Manual, page 136.)

In drawing the group on page 11, the laws of arrangement should be studied. (See Manual, page 137.)

Page 12 again takes up decorative design.

At the close of this year the class should be thoroughly familiar with, the names of objects, models and details, the terms of construction, representation and decoration used during the work. (See Manual, page 140.)

EIGHTH YEAR

OUTLINE OF WORK

Models

Solids—Cylinder, Square Prism, Cone, Square Pyramid, Cube, Hexagonal Prism, Hollow Cylinder, Vase Form.

Objects—Basin, Mallet, Bowl, Books, Boxes.

Natural Forms—Spray or Branch.

- Construction
  - Freehand Drawing
    - Cylinder, Cone.
    - Vase Form, Square Prism.
    - Square Pyramid.
  - Instrumental Drawing
    - Hexagonal Prism.
    - Mallet, Basin.
    - Hollow Cylinder.
  - Making—Hexagonal Prism, Basin.
- Representation
  - Appearance below level of eye of
    - Cube, Cone,
    - Bowl, Books
    - and Boxes.
  - Natural Forms—Spray or Branch.
  - Composition—Group of Models or Objects.
- Decoration
  - Historic Ornament—Greek, Moorish, Gothic.
  - Natural Growth—Spray or Branch.
  - Decorative Design
    - Modification of Units, Borders, Surface Covering.

FIRST HALF

Book used, No. 7, Prang's Complete Course.

The work of this half year comprises a careful study of the subjects found on the first twelve pages of book 7.

Page 1 is review work. (See Manual for books 7 and 8, page 9).

Study carefully pages 10, 11, 12 and 13 of Manual, for directions concerning use of instruments.

Considerable time should be spent on this work before taking up exercises 2 and 3.

Exercises 4, 5 and 6, on page 4, are geometric problems. For methods of development, see Manual, pages 15 to 22.

Exercise 8, page 6, is a working drawing of a hollow cylinder. There should first be made a free hand sketch of the facts, then the instrumental drawing. (See Manual, pages 23 to 24, inclusive.)

Exercise 9, page 7, is review work in constructive design. Pages 8 to 12 are devoted to representation. A careful study of the Manual will make plain to the teacher both the *object* and *method* of these lessons. All supplementary work should be given with direct reference to the *object* of each lesson.

SECOND HALF

The work of this half year begins with a review in appearance of objects. Page 13, book 7. (See Manual, page 32.)

Page 14 is devoted to drill.

Pages 15 to 17, inclusive, give good examples of historic ornament. These lessons are for the cultivation of correct taste, the development of skill and judgment in proportion, and the ability to draw subtle curves. (See Manual, pages 33 to 36, inclusive.)

Pages 18 and 19 are given to the application of national forms, to ornamentation.

A knowledge of botany should here be called out, and the pupils encouraged in the study of plant growth. They should also be led to see that the best design has always a geometric basis. Before applying the flower or leaf as a motive for design, the pupil should sketch first its manner of growth, then its parts separately. (See Manual, pages 36 to 40, inclusive.)

Exercise 21 is to construct the pattern of a hexagonal prism. Make the model and draw three views of the same on page 20. Although this work is to be instrumental, the three views are to be finished free hand in soft, gray lines.

Exercise 22, page 21, is to draw three views of a mallet. The result lines in this working drawing are to be clear, fine and dark. The dimension, or working lines, should be left light. (See Manual, pages 41 to 43.)

Exercises 23 and 24 are reviews in perspective.

On page 22 draw the appearance of a group. Lead the pupils to analyze various objects, and let them determine which arrangements are the most pleasing, and why. Recall previous lessons on variety, unity and repose. (See Manual, pages 43 to 44.)

The last lesaon is made more interesting if taught in connection with botanical lessons. (See Manual, page 45.)

MANUAL OF PHYSICAL CULTURE

The following outline is designed to aid teachers to more easily follow the course of instruction given in physical culture.

It may be found necessary to change the exercises in some respects otherwise they will be presented in order, and it is desired that pupils memorize the work as given. Each exercise must be practiced with firmness and precision. Have an appointed time for physical culture on your program, and *do not omit it.*

Teachers will find it a great aid if they will carry out, as far as practicable, the general positions in their daily work. General positions are changed in some particulars for a few grades.

Eight counts to each exercise.

After pupils are thoroughly familiar with the exercises, music will be found an advantage, and will keep alive the interest.

Marching will be given to all grades.

"Setting Up Exercises" and a few simple military commands to fourth, fifth, sixth, seventh and eighth grades.

Running, skipping, fancy steps, motion songs to first, second, third grades.

Musical dumb bell or bean bag drill, fancy steps, motion songs to fourth grade.

GENERAL POSITIONS—FOR ALL GRADES

First Position—Sitting.

1. Sit in center of seat.
2. Bodies erect.
3. Heads well up, chin in, eyes to front, mouth closed.
4. Hands clasped on edge of desk, right over left.
5. Feet flat on the floor, heels together, toes turned out.

Rest Position—Sitting.

1. Lean easily back in seat.
2. Hands in lap.
3. One foot back.

Rise from First Position.

1. Drop hands in lap and slide body to edge of seat.
2. Rise in place.
3. Step to center of aisle and take position.

First Position—Standing.

1. Body erect, with hips and shoulders well back.
2. Head well up, eyes to the front chin well back.
3. Arms falling naturally.
4. Toes turned out, with right foot obliquely in front of left a few inches.
5. Weight on balls of both feet.

Rest Position—Standing.

1. Place right foot about six inches back and rest weight entirely upon it; keep the body erect.

Sit from First Position Standing.

1. Step near the seat.
2. Sit slowly on edge of the seat.
3. Take first position sitting.
4. Rest position.

To Test First Position.

1. Hands on waist, force hips back until toes can easily be seen by bending the head.
2. Hands down, head up.

FIRST AND INTERMEDIATE GRADES

FIRST SERIES

First Position—Standing.

1. Test.
2. Relax hands by shaking rapidly in and out, arms in natural position.
3. Same, arms extended shoulder high to front.
4. Same, arms extended shoulder high at sides.
5. Same, arms down at sides.
6. Raise arms to front, shoulder high, relax and drop to position.
7. Same, shoulder high at side.
8. Raise right leg, thigh at right angle with hip, knee bent; relax, drop to position, ball of foot touching floor.
9. Same with left leg.
10. Breathing exercise; inhale through nostrils; exhale, sound sh.

SECOND SERIES

1. Test.
2. Close and open hands with force, arms in natural position.
3. Same, arms down at sides.
4. Raise right arm to vertical position, knuckles out.
5. Left arm same; both.
6. Raise right arm to vertical position from side, knuckles in.
7. Left arm same; both.
8. Rise on toes.
9. Bend knees and hips.
10. Breathing exercise; inhale; exhale, sound sh.

THIRD SERIES

1. Test.
2. Clap hands in front of body.
3. Same, over head.
4. Hands brought to hips and back to position.
5. Hands touching shoulders; position.
6. Hands touching head; position.
7. Hands touching head; shoulders; hips.
8. Hands touching head; shoulders; hips and floor.
9. Alternate clapping hands over head and in front of body.
10. Breathing exercise: inhale; exhale; sound wh.

SECOND GRADE

FIRST SERIES

First Position—Standing.

1. Test.
2. Relax hands, in and out; up and down; arms in natural position.
3. Same, arms down at sides.
4. Raise arms above head, relax and drop to position.
5. Weight on left foot, extend right; bend foot up and down at ankle.
6. Left foot same; alternate.
7. Right foot back, knee bent, bring to position, ball of foot touching floor softly.
8. Left same; alternate.
9. Rise on toes.
10. Bend knees and hips.
11. Alternate 9 and 10.
12. Breathing exercises; hands on waist; inhale; exhale through nostrils silently.

SECOND SERIES

First Position—Standing.

1. Test.
2. Open and close hands with force, arms in position, extended in front, shoulder high; out at side, shoulder high; down at side.
3. Right hand to hip and down.
4. Left, same; alternate; both.
5. Swing right arm to front, shoulder high.
6. Left, same; alternate; both.
7. Raise right shoulder.
8. Left, same; alternate; both.
9. Hands clasped back of neck, stretch body through eight counts.
10. Clasp hands, swing over head, forming circle.
11. Hands on waist; inhale; exhale, sound sh.

THIRD SERIES

First Position—Sitting.

1. Clap hands, right over left.
2. Same, left over right; alternate.
3. Relax hands, up and down, arms at side, shoulder high.
4. Relax hands over head.
5. From position on desk, raise right hand slowly above head and down, eyes and wrist leading.
6. Left hand, same; alternate; both.
7. Bow head forward, just bending neck.
8. Bend head back; alternate.
9. Bend slowly forward at waist until head touches desk; slowly back to position.
10. Breathing exercises, hands on waist; inhale; exhale, sound of k.
11. Rest position.

FOURTH SERIES

First Position—Standing.

1. Test.
2. Bend forward slowly at waist until fingers touch floor, if possible, knees straight; repeat.
3. Swing arms to front, waist high, touching fingers.
4. Same, chest high.
5. Same, over head, arms making oblique circle.
6. Same, over head, making circle at side.
7. Same, back of body lowest altitude
8. Alternate 6 and 7.
9. Touch right foot forward.
10. Left foot, same; alternate.
11. Hands on waist, hop lightly on ball of right foot.
12. Same, on left foot; alternate.
13. Breathing exercise, hands on waist: inhale; exhale, with some short sentence.

THIRD GRADE

FIRST SERIES

First Position—Standing.

1. Test.
2. Relax hands by rotating at wrists, elbows bent.
3. Same at side.
4. Bend slowly at waist to right, arms hanging.
5. Same to the left; alternate.
6. Raise right arm shoulder high at side.
7. Left arm same; alternate; both.
8. Cross arms in front of the chest.
9. Same back of body.
10. Alternate 8 and 9.
11. Hands clasped back of body; elbows bent; force down and back.
12. Hands clasped back of neck; force up and down.
13. Keep hands clasped and bring in front of face; slowly down to position.
14. Turn head right.
15. Same to left; alternate.
16. Raise right shoulder.
17. Left same; alternate; both.
18. Breathing exercise: hands under arms; inhale; exhale, silently.

SECOND SERIES

First Position—Sitting.

1. Arms extended to front, shoulder high, rotate from shoulders.
2. Same, over head.
3. Same, out at side.
4. Same, down at side.
5. Raise and bend arms slowly, until tips of fingers touch shoulders; force elbows forward and back.
6. From position of 5 raise hands slowly, relax above head; carry and clasp back of head; stretch through eight counts; bring back to position on desk, same way.
7. Rotate head from right to left.
8. Bend slowly at waist until head rests on desk; hands in first position; slowly up.
9. Raise toes of both feet.
10. Raise both heels.
11. Alternate 9 and 10.
12. Spread toes, keeping heels in position.
13. Touch right foot forward.
14. Left, same; alternate.
15. Rest position.
16. Breathing exercise: inhale; exhale, Oh.

PHYSICAL CULTURE—DUMB BELL EXERCISES.

THIRD SERIES

First Position—Standing. Alternate clapping hands with every two counts of each movement.

1. Clap hands, arms extended to front, shoulder high.
2. Hands brought to hips and down.
3. Arms to front, shoulder high.
4. Arms at side, shoulder high.
5. Arms to vertical position over head.
6. Same position from side, knuckles in.
7. Hands brought to shoulders.
8. Hands touching head.
9. Rise on toes.
10. Raise toes, keeping heels on floor.
11. Touch right foot forward.
12. Left, same; alternate.
13. Breathing exercise: hands on chest; inhale; exhale, sound sh.

FOURTH SERIES

First Position—Standing.

1. Test.
2. Relax hands in and out, arms in natural position.
3. Relax hands up and down, arms down at sides.
4. Raise arms to front, shoulder high; relax and drop.
5. Same, arms extended at side.
6. Raise both arms slowly shoulder high, to front, wrist leading.
7. Same, arms out at side.
8. Swing right arm curved over head.
9. Left, same; alternate; both.
10. Both hands slowly over head until fingers touch.
11. In position of 10, rise on toes, then slowly lower arms.
12. Hands brought lightly to shoulders, at same time front stepping exercise.
13. Hands brought lightly to head, at same time take back stepping exercises.
14. Hands on hips, kneel slowly on right knee.
15. Same, on left knee.
16. Listening poise.
17. Pointing poise.

FOURTH GRADE

FIRST SERIES

First Position—Standing.

1. Test.
2. Relax hands, rotating at wrists; arms in natural position.
3. Arms to front, shoulder high; relax and drop to position.
4. Relax body from ankles by turning right.
5. Same, to left; alternate.
6. Raise right shoulder.
7. Left, same; alternate; both.
8. Force right shoulder back.
9. Left, same; alternate; both.
10. Right arm to front, shoulder high, palm up; rotate from shoulder.
11. Left, same; alternate; both.
12. Right foot extended, rotate from ankle.
13. Left, same; alternate.
14. Combine front and side stepping exercises, use right foot.
15. Left, same; alternate.
16. Rest position; first position.
17. Breathing exercise, hands on waist; inhale; exhale, ah.

SECOND SERIES

1. Test.
2. Arms out at side, shoulder high; relax and drop to position.
3. Extend right arm at side, shoulder high, palm up; rotate from shoulder.
4. Left, same; alternate; both.
5. Right hand brought to left shoulder.
6. Left to right shoulder; alternate; both.
7. Bend head to right.
8. Same, to left; alternate.
9. Same, front.
10. Same, back; alternate.
11. Hands on waist, fingers back bend to right, keep knees straight.
12. Same, to left; alternate.
13. Right foot obliquely forward.
14. Left, same; alternate.
15. Right foot obliquely back.
16. Left, same; alternate.
17. Rest position; first position.
18. Hands on waist, fingers touching; force apart; inhale; exhale silently.

THIRD SERIES

1. Test.
2. Bend body forward slowly at waist, arms hanging relaxed.
3. Raise right hand under right arm.
4. Left, same; alternate; both.
5. Bend elbows until forearms are parallel with upper arms; bring forearms together in front of chest until elbows meet; pull back across chest to position.
6. From position of 5, throw arms with force to natural position.
7. Carry arms high over head, bring finger tips down to shoulders, elbows out at sides.
8. Same exercise at right face.
9. Same, at right face.
10. Same, at right face.
11. Same, at front face.
12. Rotate right shoulder.
13. Left, same; alternate; both.
14. Hands on waist, fingers touching, bend forward.
15. Same, back; alternate.
16. Rise on toes.
17. Bend knees; alternate 16 and 17.
18. Breathing exercise, inhale; exhale, sound of n; hands on waist.

FOURTH SERIES

1. Test.
2. Relax hands in and out; up and down; arms in position.
3. Same, arms down at sides.
4. Relax arms from shoulder high in front.
5. Same, at side.
6. Open and and close hands with force, arms in position.
7. Same, arms down at sides.
8. Right arm in circle over right shoulder, elbow bent, turn and bring back to position; left arm following over left shoulder in quick succession.
9. Same exercise, swing arm over head.
10. Same, back of head.
11. Swing arm in circle out at side and back to position in front of face; elbow straight swing from shoulder.
12. Clasp hands, swing to circle over head and step back with right foot at same time; left foot same; alternate.
13. Touch right foot forward.
14. Left, same; alternate.
15. Touch right foot out at side.
16. Left, same; alternate.
17. Looking poise.
18. Mercury poise.
19. Rest position; first position.
20. Breathing exercise, hands on chest; inhale; exhale, silently.

FIFTH GRADE

FIRST SERIES

First Position—Standing.

1. Test.
2. Relax arms at elbows by rotating out and in; in and out.
3. Relax arms from shoulder high at side.
4. Relax body to right from ankles.
5. Same, to left; alternate.
6. Rotate right shoulder.
7. Left, same; alternate; both.
8. Alternate raising right shoulder and extending arm, shoulder high, to right.
9. Left, same; alternate; both.
10. Right arm to front, shoulder high, swing around to side and back.
11. Left, same; alternate; both.
12. Rotate head from right to left, and left to right.
13. Hands on waist, fingers back, bend right; left; alternate.
14. Same, front; back; alternate.
15. Cross right foot in front of left.
16. Left same; alternate.
17. Rest position; first position.
18. Breathing exercise: hands on waist; inhale; exhale, ah.

SECOND SERIES

1. Test.
2. Hands on waist, force elbows forward.
3. Same, back; alternate.
4. Right arm, shoulder high, to front; touch right foot forward at same time.
5. Left arm and foot, same; alternate; both arms; alternate feet.
6. Right arm obliquely forward; touch right foot forward at same time.
7. Left arm and foot, same; alternate; both arms, alternate feet.
8. Right arm, shoulder high, at side; touch right foot at same time.
9. Left arm and foot, same; alternate; both arms, alternate feet.
10. Right arm obliquely back, touch right foot obliquely back at same time.
11. Left arm and foot, same; alternate; both arms, alternate feet.
12. Right hand brought to hip; cross right foot back of left.
13. Left hand and foot, same; alternate; both hands, alternate feet.
14. Right hand brought to right shoulder, cross right foot in front of left.
15. Left hand and foot, same; alternate; both hands, alternate feet.
16. Rise on toes.
17. Bend knees.
18. Alternate.
19. Walking exercise.
20. Rest position.
21. First position.
22. Breathing exercise: hands on waist, fingers touching in front; inhale; exhale silently.

THIRD SERIES

Repeat Each Exercise.

1. Test.
2. Arms in natural position; relax hands in and out; up and down.
3. Relax arms from shoulder high to front.
4. Bend slowly forward at waist, arms and head relaxed.
5. Raise arms slowly waist high, wrist leading.
6. Same, at side.
7. Same, raise shoulder high, to front.
8. Same, obliquely front.
9. Same, at side.
10. Carry right hand obliquely front, highest altitude, wrists leading; weight on right foot.
11. Same, to left with left hand up; weight on left foot forward.
12. Same, obliquely back to right.
13. Same, obliquely back to left.
14. Right hand leading toward floor, left back, bend waist and head.
15. Same, left hand leading, weight on left foot.
16. Rest position; first position.

Breathing exercise: hands on waist, fingers touching at back; inhale; exhale, sound sh.

Dumb Bells

FIRST SERIES

First Position—Standing. Bells at Side.

1. Arms in position, twist bells out and in; full arm movement.
2. Same, waist high, elbows bent and back.
3. Same, arms extended shoulder high to front.
4. Same, arms straight over head.
5. Same, out at side, shoulder high.
6. Same, chest high, elbows bent and back.
7. Same as 2.
8. Same, down at sides.
9. Right bell brought to hip.
10. Left bell same; alternate; both.
11. Right bell to chest and down.
12. Left, same; alternate; both.
13. Right bell to chest and out in front.
14. Left, same; alternate; both.
15. Right bell to chest and over head.
16. Left, same; alternate, both.
17. Swing right bell up, shoulder high, to front.
18. Left, same; alternate; both.
19. Swing right bell up to vertical position over head.
20. Left, same; alternate, both.
21. Breathing exercises: inhale; raise bells slowly, shoulder high, at sides; exhale, lower slowly.

SECOND SERIES

1. Raise arms slowly to vertical position over head.
2. Hold position of 1, turn to right at ankles.
3. Turn left; alternate.
4. Lower bells slowly to position, making circle out at side.
5. Right bell to left shoulder, across chest.
6. Left, same; alternate; both.
7. Right bell up to arm pit.
8. Left, same; alternate; both.
9. Right bell to arm pit from out at side, shoulder high.
10. Left, same; alternate; both.
11. Bells to chest; out in front; to chest; over head; to chest; out at sides; to chest; position.
12. Strike bells in front of body at lowest altitude, thumb and little finger ends alternately.
13. Repeat 11.
14. Repeat 12 back of body.
15. Rataplan bells four counts; bells on hips, charge forward with right foot; turn head right, hold position four counts.
16. Same as 15; take attitude to left.
17. Same as 15; charge back with right foot.
18. Same as 15; charge back with left foot.
19. Rataplan four counts; charge forward right foot, right bell obliquely above head; look at bell; left on hip; hold four counts.
20. Repeat 19; attitude to left.
21. Repeat 19; attitude back to right.
22. Repeat 19; attitude back to left.
23. Breathing exercises: Raise bells overhead; inhale; exhale; lower bells out at side.

SIXTH GRADE

FIRST SERIES

First Position—Standing.

1. Test.
2. Transfer weight from left to right foot; bend knee.
3. Same, from right to left foot; alternate.
4. Rise on toes; settle weight on right and left foot alternately.
5. Arms extended at sides, shoulder high; clasp over head; down to back of neck and up twice; out, shoulder high; to position.
6. Touch right foot obliquely forward.
7. Left, same; alternate.
8. Repeat 5.
9. Touch right foot obliquely back.
10. Left, same; alternate.
11. Hands touching shoulders, elbows out at side; force forward and back.
12. Touch right foot at side.
13. Left, same; alternate.
14. Both hands brought to hips and down.
15. Cross right foot back of left.
16. Left, same; alternate.
17. Right hand brought to left shoulder.
18. Left hand to right shoulder; alternate: both.
19. Cross right foot in front of left.
20. Left, same; alternate.
21. Raise right arm in curve over head.
22. Left, same; alternate; both.
23. Combine 15 and 17; 16 and 18.
24. Combine 19 and 21; 20 and 22.
25. Rest position; first position.
26. Breathing exercise, hands on waist, fingers touching at back; inhale; exhale silently.

SECOND SERIES

1. Test.
2. Relax hands, rotating at wrists out and in; in and out.
3. Same, relaxing forearm, rotating from elbows.
4. Rotate right arm from shoulder
5. Left, same; alternate; both.
6. Same as 4 and 5, movement reversed.
7. 1, 2, 3, raise right arm to curved position over head; 5, 6, 7, 8, bend to right at waist.
8. Same, to left.
9. Repeat 7 and 8.

10. 1, 2, 3, 4, raise arms to parallel horizontal; 5, 6, 7, 8, turn hands, palms facing; carry around to sides, wrists leading; repeat.
11. Both arms spiral movement, hands making continuous circle over shoulders, wrists leading.
12. Raise arms slowly to horizontal at sides; turn palm up; bend elbows, finger tips touching shoulders.
13. Same as 12, finger tips touching head.
14. Hands touching head; shoulders; hips; at sides; repeat.
15. Charge obliquely right; fold arms, hold two counts.
16. Same, to left.
17. Charge obliquely back with right foot; fold arms back.
18. Same, obliquely back to left.
19. Rest position; first position.
20. Breathing exercise, hands on waist, fingers touching in front; inhale; exhale, oh.

Dumb Bells

FIRST SERIES

1. Bells brought to hips; turn body to right from ankles.
2. Same, left; alternate.
3. Right bell to chest; alternate, raising above head and lowering to side.
4. Left, same; alternate; both.
5. From chest, force right bell up; left down.
6. Same, left, up; right, down; alternate.
7. Right bell to chest, out in front, palm up.
8. Left, same; alternate; both.
9. A right oblique face, right arm shoulder high at side, swing to vertical position over head, back of hand in.
10. Left, same; alternate; both.
11. Front face; arms to parallel horizontal, pull back with force to chest.
12. Repeat 9 and 10 at left oblique face.
13. Repeat 11.
14. Bells under chin, elbows shoulder high; pull bells across chest.
15. Bells on hips, bend front; back; alternate.
16. Bells on shoulders, raise to vertical position.
17. Repeat 15 at a right face until round to front face.
18. Breathing exercise: inhale, bells brought slowly to arm pits; exhale, silently; lower bells.

SECOND SERIES

1. Arms in natural position, turn bells out and in.
2. Same, arms at parallel horizontal.
3. Same, over head.
4. Same, out at side.
5. Same, chest high, elbows bent and back.
6. Same, waist high, elbows bent and back.
7. Same, down at side.
8. Right bell to shoulder; out in front, palm up.
9. Left, same; alternate; both.
10. Same as 8, out at side.
11. Left, same; alternate; both.
12. Raise arms slowly to vertical position.
13. Hold position of 12, bend body to right; left; alternate.
14. Lower to position, making circle out at sides.
15. Raise bells slowly to horizontal position at sides, on 5; swing to front, striking thumb ends of bells; lower to position on 6, 7, 8.
16. Repeat 15.
17. Strike thumb and little finger ends of bells alternately, to front, shoulder high.
18. Repeat 17, over head.
19. Repeat 14.
20. Breathing exercise: bells on hips; inhale; exhale, sound sh.

THIRD SERIES

1. Right hand brought to hip and down.
2. Left, same; alternate; both.
3. Right bell to chest.
4. Left, same; alternate; both.
5. Right bell to shoulder, thumb end down.
6. Left, same; alternate; both.
7. Left bell horizontal position at side, right same position to the front.

8. Same as 7, position of arms reversed.
9. Right arm verticle position over head, left, horizontal to front.
10. Same as 9, position of arms reversed.
11. Right arm to arm pit; left, horizontal at side.
12. Same as 11, position of arms reversed.
13. Right bell to shoulder; left, horizontal at side.
14. Same as 13, position of arms reversed.
15. Right arm shoulder high in front, left bell to hip; touch right foot forward at same time.
16. Same as 15, using opposite arm and foot.
7. Right arm shoulder high at side, left bell to hip; right foot at side same time.
18. Same as 17, using opposite arm and foot.
19. Bells on shoulder, hold position and cross right foot in front of left; left, same; alternate.
20. Bells back of body at waist line; hold position and cross right foot back of left; left, same; alternate.
21. Bells back of neck; force elbows back and front.
22. Same, bells back of body at waist, palms out.
23. Bells up from chest, rise on toes at same time.
24. Bells down from chest, bend knees at same time.
25. Alternate 23 and 24.
26. Right bell vertical position over head, left bell on hip; bend body and head slightly left; look at right bell; hold 8 counts.
27. Same, to left.
28. Charge forward right foot, right bell extended highest altitude, left bell back, lowest altitude; look at right bell; hold 8 counts.
29. Same, to left; back to right oblique; back to left oblique.
30. Breathing exercise: inhale; retain breath; rataplan with bells 8 counts; exhale silently.

SEVENTH GRADE

FIRST SERIES

First Position—Standing.

1. Test.
2. Relax arms, rotating at elbows out and in; in and out.
3. Raise arms shoulder high, to front and relax.
4. Same, at side.
5. Raise right shoulder.
6. Left, same; alternate; both.
7. Tips of fingers on right shoulder; upper arm shoulder high, at side; rotate shoulder.
8. Left, same; alternate; both.
9. Raise right arm shoulder high to front; swing around to side.
10. Left, same; alternate; both.
11. Hands clasped back of neck, raise and lower arms.
12. Hands clasped back of body at waist line, lower and raise hands.
13. Raise right arm to front, shoulder high; left at side, shoulder high.
14. Reverse position of arms; alternate.
15. Right arm vertical position over head; left at side, shoulder high.
16. Reverse position of arms; alternate.
17. Right arm curved over head; left brought to hip.
18. Reverse position of arms; alternate.
19. At right oblique face, swing arms over head, fingers touching; repeat at an oblique face until around to front.
20. Alternate touching right foot obliquely back and crossing back of left.
21. Left same; alternate.
22. Raise right heel; bend knee.
23. Left, same; alternate.
24. Hands on hips; alternate rising on toes and bending knees.
25. Transfer weight from left to right foot and right to left; alternate.
26. Walking exercise.
27. Rest position; first position.
28. Breathing exercise: hands at waist, inhale; exhale, oh.

SECOND SERIES

1. Test.
2. Bend body to right, arms relaxed.
3. Same, left; alternate.
4. Relax hands in and out, up and down.
5. Rotate right arm at shoulder, from right to left, making full circle in front of face.
6. Left, same; alternate; both.
7. Hands to hips and down.
8. Hands brought to shoulders in circle.
9. Raise arms slowly over head until fingers touch; down slowly.
10. Same as 9; hold position and rise on toes.
11. Hands in front of chest, relaxed; elbows bent and out at sides; bring hands over shoulders; extend at sides, palms back; hold position; rise on toes; lower arms slowly.
12. Clasp hands, raise over head; unclasp, lower slowly obliquely back and to position.
13. Hands clasped overhead; hold position, turn head right; left; alternate.
14. Right arm curved over head, left hand to hip; cross right foot in front of left.
15. Reverse position of arms; use left foot; alternate.
16. Charge right foot forward, hands to hips, turn head right; hold two counts; same to left.
17. Charge right foot forward; alternate raising arms to front, shoulder high, and to arm pits; same to left.
18. Step back with right foot; raise right hand relaxed overhead, left hand to hip; bend body and head slightly left; look at right hand; hold eight counts.
19. Same, to left, position of hands reversed.
20. Breathing exercise: Inhale; retain breath, raise arms shoulder high at sides, eight counts; exhale.

Wands

FIRST SERIES

First Position—Standing. Wand held at side by thumb and first two fingers of right hand.

1. Lower wand, 1, 2, 3.
2. Raise wand to chest.
3. Right hand to left shoulder.
4. Left hand to right shoulder; alternate.
5. Raise wand shoulder high to front.
6. Wand to chest and out in front, shoulder high.
7. To chest and over head.
8. To chest and out to right, shoulder high.
9. Out left from chest; alternate.
10. (1) Wand to chest; (2) out in front; (3) to chest; (4) down to position; (5) to chest; (6) over head; (7) to chest; (8) to position; repeat.
11. (1) Wand to chest; (2) shoulder high, to right; (3) to chest; (4) down to position; (5) to chest; (6) out to left; (7) to chest; (8) to position; repeat.
12. Raise wand slowly overhead, back of head to shoulders, eight counts; lower to position slowly.
13. Breathing exercise: inhale while raising wand slowly to chest, elbows bent at sides, shoulder high; exhale, lower wand.

SECOND SERIES

1. Wand brought to chest, elbows bent at sides, shoulder high.
2. Raise wand obliquely, downward to left, right arm level with shoulder, right arm downward in front of body.
3. Same to left, position of hands reversed; alternate.
4. Left end of wand to chest, right arm obliquely forward.
5. Same, reverse position of arms; alternate.
6. Wand horizontal position, shoulder high to front; twist wand, right hand above left.
7. Same, left hand above right; alternate.
8. Make square; left hand to right shoulder, wand across chest, at left side; down to position.

9. Repeat square to left side.
10. Raise wand to front, shoulder high; touch right foot forward at same time; left foot forward; alternate.
11. Wand to right, shoulder high; touch right f ot at side; left, same; alternate.
12. Wand horizontal position to front, shoulder high; twist wand, right hand above left; cross right foot in front of left; left hand and foot, same; alternate.
13. Raise wand slowly until across shoulder blades; alternate bending to right and rising on toes.
14. Same as 13, to left, alternate.
15. Wand same as 13, alternate bending forward and raising toes.
16. Same as 15, bend back; alternate.
17. Breathing exercise: keep wand across shoulder blades; inhale; exhale; lower wands.

THIRD SERIES

1. Raise wand slowly to horizontal position over head.
2. Hold wand in position of 1, turn body to right from ankles.
3. Same, left; alternate.
4. From position of 1 to chest.
5. To shoulder blades; alternate.
6. Lower wand to chest. Following movements from chest.
7. Left hand to right shoulder; right arm, vertical position.
8. Same, position of hands reversed; alternate.
9. Right arm obliquely up; left hand to right shoulder.
10. Left, same; alternate.
11. Right arm obliquely down, left hand to right shoulder.
12. Left, same; alternate.
13. Right arm obliquely forward, left hand to right shoulder.
14. Left arm obliquely back, right hand to left shoulder; alternate.
15. Left arm obliquely forward, right hand to left shoulder.
16. Right arm obliquely back, left hand to right shoulder; alternate.
17. Charge forward right foot; rowing motion with wand, out and back to chest, making circle under.
18. Same, left foot forward; alternate.
19. Raise wand to horizontal position over head; down to chest; repeat at right face until around to front face.
20. Charge forward right foot, wand over head; hold two counts; lower to position in front of body.
21. Same, to left; alternate.
22. Same, back to right.
23. Same, left; alternate.
24. Breathing exercise: inhale; retain breath, bring wand to chest, eight counts; exhale, silently.

EIGHTH GRADE

FIRST SERIES

First Position—Standing.

1. Test.
2. Relax arms from shoulder high to front.
3. Same, from shoulder high at side.
4. Relax body to right from ankles.
5. Same, to left; alternate.
6. Alterna'e raising right shoulder and forcing it back.
7. Left, same; alternate; both.
8. Rotate right shoulder.
9. Left, same: alternate; both.
10. Alternate forcing rigbt shoulder back and raising arm shoulder high to front.
11. Left, same; alternate; both.
12. Alternate raising right shoulder and raising arm out at side.
13. Left, same; alternate; both.
14. Hands on shoulders, force elbows forward and back.
15. Bend head to right; forward; left; back; repeat.
16. Rotate head from right to left, and left to right.
17. Hands on waist, bend right; forward; left; back; repeat.
18. Touch right foot obliquely forward; at side; obliquely back; cross back of left; left foot same.
19. Rise on toes; settle on right and left foot alternately.
20. Charge right foot obliquely forward, hands brought to hips; hold two counts.
21. Same to right, turn body right.

PHYSICAL CULTURE—WAND EXERCISES.

22. Same, obliquely, left.
23. Same to left side, body left.
24. First position; rest position.
25. Breathing exercise: hands on waist, fingers touching back of body, inhale: exhale, oh.

SECOND SERIES

1. Test.
2. Hands on waist, turn body to right at ankles.
3. Same, to left; alternate.
4. Hands on waist, weight on ball of right foot; bend knee down and up.
5. Left foot, same; alternate.
6. Raise arms shoulder high to front, palms facing; turn palms out; carry around to horizontal at sides, rise on toes at same time; arms back to front position, lower heels at same time.
7. Hands to hips and down; to shoulders; out at sides; folded back of body; repeat.
8. Bend elbows until forearms are parallel with upper arms; touch forearms together in front of chest; pull back across chest.
9. From position of 8, throw arms with force to natural position.
10. Alternate crossing right foot in front of left and bending knees.
11. Left foot, same: alternate.
12. Charge right foot forward: fold arms; extend arms out at sides; down to position; step back to position; repeat.
13. Same, charge forward with left foot.
14. Charge forward right foot, extend right arm at side, palm front, left arm across chest; hold, charge and execute movement of arms alternately, extending right and left arm, other arm across chest.
15. Same, charge with left foot.
16. Charge with right foot, hands on waist, right knee bent; bend back at waist, exercising muscles of abdomen; same, left foot charge.
17. Charge back right foot, hands curved over head, palms front; hold 8 counts; same, left foot back.
18. Walking exercise.
19. Rest position; first position.
20. Breathing exercise; inhale while raising arms in front of chest, relaxed; elbows shoulder high at sides; retain breath while hands are brought over shoulders and extended at side, palms back; hold position; rise on toes four counts; exhale, lower arms slowly at sides.
21. Breathing exercise: inhale; raise and lower arms at side, rhythmical movement, wrist leading; exhale.

Wands

FIRST SERIES

1. Wand from carry to position in front of body, 1, 2, 3.
2. Wand to chest and down.
3. Wand to chest, elbows shoulder high at side.
4. Alternate 2 and 3.
5. Alternate raising right hand to left shoulder, and left to right.
6. Raise wand slowly above head; to shoulder blades, eight counts.
7. Same position as 6; alternate bringing wand to chest and shoulder blades.
8. Wand across shoulders, turn body to right at ankles.
9. Same to left: alternate.
10. Bend right, at waist.
11. Same, left; alternate.
12. Bend forward at waist.
13. Same, back; alternate.
14. Raise wand above head to horizontal position.
15. From position of 14, wand to vertical position at right side.
16. Same, left; alternate.
17. Wand to chest slowly.
18. Wand forward and back to chest; alternate touching right and left foot forward.
19. Alternate extending wand to right and left side from chest, alternate movement of feet at same time.
20. Breathing exercise: inhale while raising wand over head; retain breath, bring wand to shoulders, 8 counts; exhale while lowering wand to position.
21. Rest position.
22. Carry wands.

SECOND SERIES

1. Right end of wand obliquely out, shoulder high; left end to waist.
2. Reverse position of hands; alternate.
3. Same, left hand brought to base of neck.
4. Same to left, position of hands reversed; alternate.
5. Same as 1 and 2, touching right and left foot forward at same time.
6. Same as 3 and 4, touching right and left foot back.
7. Wand in front, shoulder high; twist wand, right hand over left; cross right foot in front of left at same time.
8. Same, left hand and foot; alternate.
9. Wand slowly to position back of shoulders.
10. From position of 9, force right hand up.
11. Left, same; alternate; both.
12. Wand back of shoulders, bend right; front; left; back; position.
13. Wand in same position, charge forward with right foot, hold two counts.
14. Same to left; alternate.
15. Wand brought slowly to position.
16. Charge forward right foot, bring wand to chest at same time; rowing motion of wand; sway body from right to left foot.
17. Same, to left.
18. Same as 16, charge back; bring wand under to chest instead of over.
19. Same as 18, to left.
20. Charge forward right foot, wand high over head; hold two counts.
21. Same, to left; alternate.
22. Same, charge right foot back.
23. Same, back to left; alternate.
24. Breathing exercise: inhale while raising wand above head; exhale, sound sh while lowering wand to position.
25. Rest position; first position.
26. Carry wands.

THIRD SERIES

1. Wand in position in front of body, clasp with knuckles toward body.
2. Wind wand to right side.
3. Same to left; alternate.
4. Wind right hand obliquely out, left hand to waist.
5. Same to left; alternate.
6. Same, shoulder high to right.
7. Same to left; alternate.
8. Wind wand obliquely down to right, left hand at waist.
9. Same, down to left; alternate.
10. Wind out to right side, shoulder high.
11. Same to left side; alternate.
12. Wind wand obliquely back to right, shoulder high; left hand to chest.
13. Same to left; alternate.
14. Wind out to right side, shoulder high; left hand back of head.
15. Same to left; alternate.
16. Wind wand obliquely right, touch right foot forward at same time.
17. Same to left; alternate.
18. Wind obliquely back to right; step right foot back.
19. Same, left; alternate.
20. Wind down to right side; step right foot back.
21. Same, to left; alternate.
22. Rest position; first position.
23. Carry wands.

HIGH SCHOOL

FIRST SERIES

1. Test.
2. Relax hands in and out; up and down.
3. Relax arms from shoulder high to the front.
4. Same, at side.
5. Relax body to right from ankles.
6. Same, left; alternate.
7. Bend head right.
8. Same, left; alternate.
9. Bend head forward.
10. Same, back; alternate.

11. Raise right shoulder.
12. Left, same; alternate; both.
13. Swing right leg forward and back from hip.
14. Left, same; alternate.
15. Raise the right leg until thigh is parallel with floor; drop back to position.
16. Left, same; alternate.
17. Raise right foot up and down at ankle.
18. Left foot, same; alternate.
19. Breathing exercise: hands on waist, fingers touching in front; inhale; exhale, ah.

SECOND SERIES

1. Test.
2. Rotate hands out and in at wrists.
3. Rotate arms from elbows out and in.
4. Rotate right arm from shoulder.
5. Left, same; alternate.
6. Rotate head from right to left, and left to right.
7. Rotate right shoulder.
8. Left same; alternate; both.
9. Hands on waist, bend right; left; alternate.
10. Same front; back; alternate.
11. Rotate right foot from ankle.
12. Left foot same; alternate.
13. Rise on toes.
14. Bend knees.
15. Alternate 13 and 14.
16. Breathing exercise: hands on waist, fingers touching at back; inhale; exhale, silently.

THIRD SERIES

1. Test.
2. Transfer weight from left to right foot; bend knee.
3. Same from right to left foot.
4. Rise on toes; settle on right and left foot alternately.
5. Kneel slowly on right knee.
6. Same on left.
7. Turn head to right.
8. Same, left; alternate.
9. Force right shoulder back.
10. Left, same; alternate; both.
11. Rotate right shoulder, elbow bent, hand on shoulder.
12. Left shoulder, same; alternate; both.
13. Hands and forearms touching in front of chest, pull back across chest to position.
14. From position of 13, throw arms to natural position.
15. Touch right foot forward and back.
16. Left, same; alternate; both.
17. Same, out at side.
18. Same, touching foot back.
19. Breathing exercise: hands on chest, inhale; exhale, silently.

FOURTH SERIES

1. Test.
2. Open and close hands with force, arms in natural position; arms to front, shoulder high; over head; out at sides, shoulder high; down at sides.
3. Arms extended at sides, rotate from shoulders; repeat.
4. Right hand brought to hip and down.
5. Left, same; alternate; both.
6. Raise right arm, shoulder high, to front, touch right foot forward at same time.
7. Left, same; alternate; both arms; alternate feet.
8. Right arm and foot, same, at side.
9. Left, same; alternate; both.
10. Right hand brought to left shoulder, touch right foot back of left at same time.
11. Left hand and foot, same; alternate; both.
12. Curve right hand over head, cross right foot in front of left at same time.
13. Left hand and foot, same; alternate; both.
14. Raise hands slowly over head until fingers touch; in that position rise on toes, eight counts.
15. Right hand over head, left hand on hip; bend left at waist.
16. Reverse position of hands; bend right.
17. Charge forward right foot, knee bent, hands on waist; bend back, stretching muscles of abdomen.

18. Same, to left.
19. Charge forward with right foot; fold arms back of body.
20. Same, to left.
21. Charge forward with right foot, hands above head, palms forward.
22. Same, to left; same, back to right and left.
23. Breathing exercise: inhale while raising hands slowly above head until fingers touch; lower arms; exhale, silently.

FIFTH SERIES

1. Bend forward at waist, arms relaxed.
2. Same, to right and left.
3. Same, back and forward again.
4. Relax hands in and out; up and down.
5. Relax arms from shoulder high to front.
6. Same, at side.
7. Rythmical movement of hands and arms waist high to front; same at side.
8. Same, to front, shoulder high.
9. Same, at side, shoulder high.
10. Raise arms to position of 9; bring hands to shoulders, eight counts.
11. Same as 10, hands brought to head.
12. Spiral movement, right arm and hand; left; both.
13. Arms, shoulder high, to front, move around to sides, wrist leading.
14. Oblique movement down to right.
15. Same, left.
16. Oblique movement up to right and left.
17. Same, back to right and left.
18. Poise, weight on right foot, both arms extended.
19. Same, weight on left foot.
20. Breathing exercise: inhale, raise arms shoulder high at sides; exhale, lower arms.

First year, dumb bells; second year, wands; juniors, rings; seniors, Indian clubs.

MANNERS

Lessons on manners are seldom given in our schools—at least not with that regularity and method that would tend to produce some material results.

Teachers are urged not to neglect this important subject, and, as an aid, the little book, "Lessons on Manners," by Edith E. Wiggin, has been introduced as a Manual.

During the First and Second Year Grades, the teacher must devise ways and means of instructing the little ones, but in the Third Year the Manual can be used regularly.

The outlines given below are simply the blackboard outlines as given in the Manual.

THIRD YEAR—B PRIMARY

MANNERS IN GENERAL

Quotations about manners—Golden rule—Need of constant practice—Learning by observation—Quotation.

MANNERS AT SCHOOL

Entering and leaving room—Laughing at mistakes or accidents—Conduct if accidents occur—Treatment of new scholars—Conduct when visitors are present—Raising hands—Rights of property—Distributing and collecting materials—Conduct at looking-glass and drinking place—In relating occurrences, when to speak of oue's self.

PHYSICAL CULTURE.

FOURTH YEAR—A PRIMARY

MANNERS ON THE STREET

Why especially important—Noisy and boisterous conduct—Calling to any one across the street—Obstructing the sidewalk—Meeting and passing persons, crossing over and taking leave—Returning salutations—Carrying an umbrella—Eating in the street—Throwing things on the sidewalk—Marking walls and fences—Looking at windows of private houses and pointing at objects—Staring at or laughing at infirmities—Answering questions—Offering assistance—Incidents.

FIFTH YEAR—D GRAMMAR

MANNERS AT HOME

Why most important of all—Politeness to parents—Politeness between brothers and sisters—Politeness to servants. Illustrated by story. Treatment of company—Grown up company—Callers and visitors—Young company.

MANNERS AT THE TABLE

Promptness in coming to the table—When to be seated—Waiting one's turn to be helped—Beginning to eat before others—Asking for articles of food, how, when and where—Criticism of food on the table—Use of napkin, knife, fork and spoon—Haste in eating—Attention to wants of others—Conduct in case of accidents—Mention of unpleasant subjects—Use of toothpick—When and how to leave the table—Quietness of movement—Observance of table manners in others.

SIXTH YEAR—C GRAMMAR

MANNERS TOWARD THE AGED

Respectful treatment at all times—Mistakes in grammar and pronunciation—Attention to remarks and questions—Patience in repeating answers—What to talk of and to read to them—Waiting upon them and saving steps—Giving them the best seats—Helping them first at table—Giving up seats in cars and public places to them—Never letting them feel in the way.

MANNERS IN SOCIETY

Entering and taking leave—Removal of hat and care of wrappings—Various courtesies—Staring at or speaking of defects and infirmities—Treatment of accidents and mistakes—Whispering, laughing and private conversation—Attention to one's dress or matters of toilet—Sitting still gracefully—Inattention to the company we are in—Introductions—Giving proper titles—Attention in conversation—Illustration—Attention to reading or music—Looking over another's shoulder—Reading letters—Interest in what is shown us—Asking questions of strangers—Contradicting statements—Doing our part.

MANNERS AT CHURCH

Punctuality—Manner of entering—Courtesy toward ladies—Courtesy toward strangers—Whispering, laughing and moving about—Dress at church—Turning the head to see who comes in—Attention to the service—Dropping hymn books—Manner of leaving.

SEVENTH YEAR—B GRAMMAR

MANNERS AT PLACES OF AMUSEMENT

Punctuality—Finding seats—Waiting with quietness—Gazing about and making criticisms—Talking and laughing—Story—Looking at watches and clocks—Applause—Doing fancy work—Courtesy to others—Time and manner of leaving.

MANNERS IN STORES AND PUBLIC PLACES

Shutting doors—How to ask for articles in stores—Making trouble for clerks—Handling goods—Finding fault with articles or prices—Courtesy to other customers—Courtesy to clerks—Conduct in the postoffice—Entering in crowds—Not waiting for others—Noise and rudeness—Visiting railroad stations—Two things to consider.

MANNERS IN TRAVELING

Politeness in the waiting room—Buying a ticket—Getting on and off the cars—Obtaining and occupying seats—Offering seats to ladies—Leaving seats temporarily—Talking, laughing and eating—Taking a seat with another—Courtesy toward officials—Courtesy toward fellow-travelers—Conduct if delays occur—Behavior at places for refreshment—A French boy's politeness in traveling.

SEATTLE HIGH SCHOOL

COURSE OF STUDY AND RULES OF ADMISSION

COURSES OF STUDY

Three courses are offered: The *Scientific, Classical and Industrial.* For explanation of these, see remarks following the scheme of studies.

ADMISSION

1. Pupils who have completed the studies of the Grammar grades in the city schools are admitted, on certificate of that fact, to the "*First Year Class,*" beginning of the fall session. For entrance after that time or to any higher class, a satisfactory examination will be required.

2. Applicants who have received preparatory training elsewhere will be required to pass an entrance examination.

3. Those who fail of regular promotion from *our* city schools will not be admitted to these examinations, nor will they be received into the High school except upon written recommendation of their eighth grade teacher and Principal.

FIRST YEAR

SESSIONS	*SCIENTIFIC	Hours per week	*CLASSICAL	Hours per week	*INDUSTRIAL	Hours per week
FALL	Algebra	5	Algebra	5	Algebra	5
	English	5	Latin	5	En lish	5
	Zoology	4	Physiology	4	Phyiology	4
	Reading	1	Reading	1	Industrial Drawing	2
	Music and Drawing		Music and Drawing			
WINTER	Algebra	5	Algebra	5	Algebra	5
	English Composit'n	5	English Composit'n	5	English Composit'n	5
	Physiology	4	Latin	4	Carpentry	4
	Reading	1	Reading	1	Model and Object Drawing	
	Music and Drawing		Music and Drawing			
SPRING	Algebra	5	Algebra	5	Algebra	5
	Comp. and Rhetoric	5	Comp. and Rhetoric	5	Comp. and Rhetoric	5
	Zoology	5	Latin	5	Carpentry and Joining	4
	Reading	1	Reading	1	Drawing	3
	Music and Drawing					

*Essays and Rhetorical Exercises required of *all* students during the entire course.

FIRST YEAR OUTLINED

FALL TERM 16 WEEKS	ALGEBRA—Wentworth's Elements, to Fractions. ENGLISH—Lockwood's Lessons in English, to page 156. ZOOLOGY—Colton's, to page 87. PHYSIOLOGY—Walker's, completed. LATIN—Comstock's First Book, to Lesson 40. READING—Selections from First Steps in American and British Authors, Blaisdell. DRAWING—Elements of Ornaments and Principles of Design. MUSIC—Selections from Whiting's Part Song and Chorus.
WINTER TERM 12 WEEKS	ALGEBRA—Continued to page 181. ENGLISH—Lockwood's Lessons, to page 257. PHYSIOLOGY—Walker. LATIN—Comstock's First Book, to Lesson 67. READING—Selections from Blaisdell continued. DRAWING—Characteristic Classes of Ornaments MUSIC—Selections from Whiting's Part Song and Chorus.
SPRING TERM 12 WEEKS	ALGEBRA—Continued to Logarithms. ENGLISH—Lockwood's Lessons completed. LATIN—Comstock completed ZOOLOGY—Colton completed. READING—Selections from Blaisdell. DRAWING—Work of previous term continued.

SECOND YEAR

SESSIONS	SCIENTIFIC	Hours per week	CLASSICAL	Hours per week	INDUSTRIAL	Hours per week
FALL	Higher Algebra	4	Physics	5	Higher Algebra	4
	Physics	5	German or Greek	4	Physics	5
	General History	5	Latin	4	Pattern Making	4
	Drawing		Drawing		Drawing	4
WINTER	Plane Geometry	4	Plane Geometry	4	Plane Geometry	4
	Physics	4	Physics	4	Physics	4
	Botany	3	German or Greek	3	Wood Turning	4
	General History	4	Latin	4	Industrial Drawing	3
	Reading and Music		Reading and Music			
	Drawing		Drawing			
SPRING	Plane Geometry	3	Plane Geometry	4	Plane Geometry	4
	Physics	4	German or Greek	4	Physics	4
	History	4	Latin	4	Iron Work—Forging	4
	Botany	4	Drawing		Drawing	4
	Drawing					

SECOND YEAR OUTLINED

FALL TERM 16 WEEKS	ALGEBRA—Elements completed and Selected Problems. PHYSICS—{ Allen's Laboratory Physics. Gage's Introduction. Dynamics, Heat and Sound. } Laboratory practice with note book. HISTORY—Myer's General to Punic Wars, page 247. GERMAN—Joynes-Meissner's Grammar, Lessons I. to XVI.; Joynes' Reader. LATIN—"Cæsar," First Book; 20 lessons in Jones' Latin Composition. GREEK—Frost's Primer to Part III. READING—Lancasters' History of England. DRAWING—Freehand, Linear, Perspective and Applications. MUSIC—Selections from Whiting's Sixth Book.
WINTER TERM 12 WEEKS	GEOMETRY—Wentworth's Plane, Books I.-III. PHYSICS—Light, Electricity and Magnetism, (with Laboratory Practice.) BOTANY—Gray's Lessons and Selections from Bessey. GENERAL HISTORY—Continued to Modern, page 513. GERMAN—Grammar Lessons, 16-26; Reader, Part II., to page 35. LATIN—"Cæsar," Books II. and III.; also Lessons 20-30 in Prose. GREEK—Primer to Part V. READING—Rannie's English Constitution. DRAWING—Work of previous term continued.
SPRING TERM 12 WEEKS	GEOMETRY—Plane, completed, Books III. to V. HISTORY—Modern, completed from page 513. PHYSICS—Continued, Laboratory Practice BOTANY—Bessey, and 30 plants analyzed, (Gray's Manual.) GERMAN—Grammar Lessons, 28-37; Reader, Part II. completed. LATIN—"Cæsar," completed and Latin Prose continued. GREEK—Primer completed; Hadley's Revised Grammar. READING—Work of previous terms continued. DRAWING—Free hand, with charcoal, from objects and models.

PHYSICAL CULTURE.

THIRD, OR JUNIOR YEAR

SESSIONS	SCIENTIFIC	Hours per week	CLASSICAL	Hours per week	*INDUSTRIAL	Hours per week
FALL	Solid Geometry	4	Solid Geometry	4	Solid Geometry	4
	Chemistry	4	German or Greek	4	Iron W'rk—Forging	4
	Civil Government	4	Latin	4	Civil Government	4
	Drawing		Drawing		Industrial Drawing	5
WINTER	Solid Geometry	3	Solid Geometry	3	Solid Geometry	3
	Chemistry	4	German or Greek	5	Iron W'rk—Forging	4
	English Literature	5	Latin	5	Chemistry	4
	Drawing		Drawing		Industrial Drawing	4
SPRING	Review Alg. & Arith	4	Review Alg. & Arith	4	Review Alg. & Arith	4
	Chemistry	3	Latin	4	Chemistry	3
	Geology	4	German or Greek	5	Machine Tool Work	4
	English Literature	3	Drawing		Machine Drawing	4
	Drawing					

*The Industrial Course will be modified for Ladies, so as to give them extended work in Drawing and Wood Carving; also instruction in Home Decoration, China Painting and Domestic Economy.

THIRD YEAR OUTLINED

FALL TERM 16 WEEKS	SOLID GEOMETRY—Wentworth, to Book IX. CHEMISTRY—Shepard's Elements, Non Metals, with laboratory practice. CIVIL GOVERNMENT—Andrew's, completed. GERMAN—Part II., Joynes-Meissner's Grammar; Reader completed. LATIN—Cicero's Orations, I. and II. in Catilinam; Jones' Composition continued. GREEK—Xenophon's Anabasis, Kelsey, Book I. READING—History of Oregon, Barrows. DRAWING—Study of Light and Shade from Models, continued through the year.
WINTER TERM 12 WEEKS	SOLID GEOMETRY—Completed. CHEMISTRY—Shepard's Elements, The Metals, with laboratory practice. ENGLISH LITERATURE—Swinton's, with Miekljohn's Outline, to Restoration. GERMAN—Lessons 46-54 in Grammar; "Wilhelm Tell" [Whitney's Edition]. LATIN—Cicero's Orations, III. and IV. in Catilinam; Prose continued. GREEK—Books II. and III., Xenophon's Anabasis. READING—History of Oregon, continued.
SPRING TERM 12 WEEKS	ALGEBRA AND ARITHMETIC—Reviewed by Lectures and Selected Problems. CHEMISTRY—Qualitative Analysis. GEOLOGY—Winchell's, Part I. ENGLISH LITERATURE—To Death of Scott. GERMAN—"Undine," by Fouque; Harris' Prose Composition. LATIN—Cicero's Orations, 5-6 and Composition. GREEK—Xenophon's Anabasis; Allison's Prose Composition, 10 Lessons. READING—American Political Ideas, Fiske. DRAWING—From familiar objects; sketching flowers from nature, study of prominent artists and their works.

FOURTH, OR SENIOR YEAR

SESSIONS	SCIENTIFIC	Hours per week	CLASSICAL	Hours per week		
FALL	Trignometry	4	Greek History	4		
	Geology	5	Latin	4		
	English Literature	4	Greek or German	4		
	Drawing		Drawing			
WINTER	Astronomy	4	Roman History	4		
	English Constitut'n	4	Latin or Greek	4		
	Psychology	4	Psychology	4		
	Thesis		Thesis			
	Drawing		Drawing			
SPRING	Moral Philosophy	4	Latin	4		
	Civics or Science of Education	4	Greek	4		
	Political Economy	4	Political Economy	4		
	Thesis		Thesis			
	Drawing		Drawing			

FOURTH YEAR OUTLINED

FALL TERM 16 WEEKS	TRIGNOMETRY—Wentworth's Plane. ENGLISH LITERATURE—Modern English and American. GEOLOGY—Winchell's, completed. LATIN—Æneid, Books I.-II. GREEK—Homer's Iliad, Keep's Book I., and 10 additional Lessons in Prose Composition. GERMAN—Selections; Sight Translation and Composition. GREEK HISTORY—Fyff's (History Primer); Selections from Allen & Myer's Ancient History.
WINTER TERM 12 WEEKS	ASTRONOMY—Steele, completed. PSYCHOLOGY AND LOGIC—Baker, completed. ENGLISH CONSTITUTION—Creasy. LATIN—Æneid, Books IV.-VI. GREEK—Homer's Iliad, Books II.-III., and Prose Composition. ROMAN HISTORY—Tighe's (History Primer.) DRAWING—Sketching from Still Life.
SPRING TERM 12 WEEKS	MORAL PHILOSOPHY—Hickock's, Selections from. CIVICS—Dole's American Citizen. EDUCATION—White's Elements of Pedagogy. LATIN—The Eclogue and Sight Translation. GREEK—The Iliad, and Composition continued. DRAWING—Work of previous terms continued. Graduation productions required of all.

COURSE OF STUDY EXPLAINED

The following brief explanation indicates the scope and purpose of the studies pursued in the High School.

It should be clearly understood that the High School is neither a college nor university, but a secondary institution of learning—that it aims, therefore, primarily, at general culture; not attempting to prepare pupils for any special profession or calling.

The courses of study offered, and methods pursued, are in harmony with this idea, and every effort possible is made to have pupils form correct habits of thought, clearness in statement, accuracy and thoroughness in work, and so to apply themselves that they will secure mental strength and development while obtaining useful information.

The *Classical Course* is intended to prepare for college or university work. The studies are so arranged that prominence is given to mathematics, English and the foreign languages.

Pupils completing this course satisfactorily will have no difficulty in entering any college or university in the country. In many instances the first three years' work will give sufficient preparation for a college course, but students are always advised to complete one of the courses in the High School before going elsewhere.

The *Scientific* or *English Course* furnishes instruction in the sciences in connection with English and mathematics. Special attention is given to such subjects as botany, chemistry, physics, zoology and English composition and literature.

This course provides for no language study except English, and is, therefore, the most general of any offered.

The *Industrial Course* is such a modification of the scientific as provides for periods of work in the shop and laboratory.

The object is not to teach any trade, but to train the hands and eyes of the pupils while their minds are being developed, and to interest them in the direction of manual labor, domestic duties, and the accompanying sciences. Special attention is here given to free hand and mechanical drawing for the young men, and to decorative drawing and art studies for the young ladies.

These studies give practical training, and are valuable directly and incidentally. They do much to fit young people for service in the ordinary vocations of life. The habits of patience, care and application in producing some useful article or in acquiring ability to do so, are of the highest intellectual and moral value to the pupil.

To better qualify our pupils for their *civic* duties we give special attention to the study of institutions and the elements of those sciences which treat of social, industrial and political life. Our text book work is supplemented with special readings on these topics during the the third or junior year.

The general exercises of the school are in essay work and rhetoricals. Here all pupils are required to write original productions and read or speak them in public. The self-confidence thus obtained, and the skill in public address are believed to be valuable in after life, wherever a pupil's lot may be cast.

APPENDIX

SCHOOL DIRECTORY--FEBRUARY 1, 1893

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Thos. W. Prosch, *Vice-President.*

D. A. Spencer

Austin P. Burwell

W. J. Colkett

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SECRETARY OF THE BOARD OF EDUCATION

H. F. Whitney----------Residence, 1017 Spring Street

CITY SUPERINTENDENT OF SCHOOLS

Frank J. Barnard----------Residence, 2033 Fourth Street

STENOGRAPHER

Miss Blanche C. Terry----------Residence, 717 Spring Street

SUPERVISORS

Name	*Department*	*Residence*
Goodrell, Annie Lee	Physical Culture	1303 Joy St.
Sharpe, H. S.	Music--Winter & Harper's Music Store	Burke Bl'k
Small, Emma S.	Drawing	707 Fifth St.
Wilson, Judson P.	Penmanship	215 Seattle Block.

HIGH SCHOOL

Prof. Edwin Twitmyer, Principal----------Residence, 216 S. Twelfth St.

Teachers

Name	*Department*	*Residence*
Caughey, Ella J.	English Literature and Rhetoric	802 Columbia St.
Colton, Geo. H.	Physics and Chemistry	808 Eighth St.
Curtis, J. D.	Asst. in Mathematics	Cor. Hyde and Talbot Sts.
Davison, Geo. M.	Latin and Greek	808 Eighth St.
Miller, Alice U.	Latin and German	1325 Hyde St.
Shumway, Emma A.	Nat. Science and Gen. History	1904 Madison St.
Shumway, Mary F.	Mathematics and Drawing	1904 Madison St.

PRIMARY AND GRAMMAR SCHOOLS

Principals

Name	*School*	*Residence*
Babcock, W. F.	T. T. Minor	1108 Sixth St.
Fagan, Chas.	Mercer	1016 High St.
Gerard, W. D.	Rainier	141 Rochester Ave.
Jones, O. S.	Denny	1304 Fifth St.
McCarthy, W. G.	Latona	State University
Peet, Earl S.	Columbia	929 Lake View Ave.
Richardson, P. C.	Central	Cor. Lake View and Diagonal Sts.
Storey, T. P.	B. F. Day	Aurora St., near Fremont Ave.
Taylor, C. A.	South	1224 Jackson St.

Teachers

Name	*School*	*Residence*
Adams, Clara K.	Latona	423 Taylor St.
Albright, Grace	Denny	Cor. Epler and Elliot Sts.
Ament, Lizzie	Mercer	Cor. Republican and Poplar Sts.
Anthony, Emma J.	Rainier	527 Sutter St.
Armour, Metta	Depot St.	124 Howard St.
Atkinson, Elizabeth	South	1213 Main St.
Austin, Flora E.	Queen Anne	918 Fifth St.
Axtell, Lillie V.	Columbia	Cor. Republican and Poplar Sts.
Barnes, M. Estelle	Denny	412 Olympic Ave.
Beman, Katherine	South	613 Lake St.
Bigham, Carrie	Denny	519 Battery St.
Bigham, M. Kate	Denny	519 Battery St.
Bishop, Harriet M.	Mercer	1016 High St.
Blake, Alice	Latona	128 Taylor St.
Blum, Lottie	South	110 S. Twelfth St.
Breckenfeld, Bertha	T. T. Minor	Hyde, 1 north of Madison St.
Brown, Anna Leland	T. T. Minor	Hyde, 2 north of Madison St.
Brown, Anna M.	Denny	221 Senaca St.
Brown, Lizzie M.	Columbia	615 University St.
Bruce, Mary S.	Randell	223 Joy St.
Cameron, Sarah	3rd and Pine	519 Battery St.
Carr, Jennie	Mercer	1016 High St.
Chisholm, Lelia J.	Central	618 Columbia St.
Clymer, Dora	Night	State University
Coffin, Anna A.	South	620 Houston St.
Cogswell, Nell P.	Rainier	1001 Hyde and Knight Sts.
Cole, Lu M.	Rainier	2109 Third St.
Condon, Elinor A.	South	208 Temperance St.
Core, Ada E.	3rd and Pine	108 Box St.
Crane, Josephine G.	T. T. Minor	311 Marion St.
Culver, Harriet E.	B. F. Day	1433 Eighth St.
DeVoe, Helen G.	7th and Pike	1115 Fourth St.
Downie, Mary L.	T. T. Minor	809 Eighth St.
Eastey, Marion M.	T. T. Minor	Cor. Third and Seneca Sts.
Eisenbeis, Henrietta	Mercer	1016 High St.
Evers, H. Beatrice	B. F. Day	519 Battery St.
Evers, Ellen N.	Denny	519 Battery St.
Flower, Harriet F.	Mercer	1016 High St.
Foster, Minta	B. F. Day	1410 Fifth St.
Goodell, Carrie E.	Denny	431 Olympic Ave.
Goodspeed, S. L.	Rainier	Cor. Hyde and Madison Sts.
Goodspeed, H. C.	Olympic	Cor. Hyde and Madison Sts.
Goddard, Agnes M.	B. F. Day	Kilbourne Ave., near Aurora St.
Hagler, Addie	Rainier	527 Sutter St.

Name	*School*	*Residence*
Hamlin, Hattie	Columbia	1118 Seventh St.
Hart, Emma C.	7th & Cherry	484 Olympic Ave.
Hawkins, Viola	Rainier	Cor. Lake View and Walnut Sts.
Hegardt, Rose	Mercer	820 Prospect Ave.
Hegardt, Marie L.	Mercer	820 Prospect Ave.
Hensleigh, Ida	7th and Cherry	1412 Fifth St.
Hildebrandt, A. J.	Rainier	423 Taylor St.
Hill, Lizzie G.	Mercer	1016 High St.
Hitchings, Alice	8th and Cherry	605 Seventh St.
Hopkins, Kate S.	Denny	810 View St.
Hughes, Grace S.	Central	Cor. Thirteenth and Union Sts.
Hyde, Esther	T. T. Minor	818 Alder St.
Hyde, Mary E.	South	818 Alder St.
Hyland, Rachael	Denny	707 Madison St.
Johnston, Martina	Denny	Cor. Seneca and Front Sts.
Jones, Abbie S.	Denny	2023 Second St.
Keene, Mattie E.	South	1415 Yesler Avenue
Leslie, Alice	Columbia	Hyde and Knight Sts.
LeRoy, Edna M.	Denny	Spring and Fourth Sts.
Lombard, Jennie C.	Central, Vice-Principal	401 Lake St.
Lynch, Margaret	T. T. Minor	1325 Hyde St.
MacMillan, Mary E.	B. F. Day	410 Union St.
Marshall, Serena B.	Latona	Latona
Mastin, Emma L.	T. T. Minor	Hyde, 2 north of Madison St.
Maynard, Myrtle C.	Rainier	128 Taylor St.
McCulloch, H. E.	South	809 Cedar St.
McCauley, Kate	Columbia	Cor. Republican and Poplar Sts.
McGinnis, Anna	B. F. Day	218 Republican St.
Mikkelsen, Martha	South	318 James St.
Millett, Avadena	South	717 Madison St.
Moburg, Linnie A.	Denny	121 Harrison St.
Nash, Lillian	South	319 Ash St.
Nevin, Emma C.	11th and Jackson	810 Yesler Avenue
Nickels, Frances E.	Denny, Vice-Principal	1304 Fifth St.
Orr, Belle	Central	1014 Madison St.
Parsons, Flora	Denny	121 Harrison St.
Peckham, Ella M.	Olympic	Room 29, Frye Block
Piper, Tillie J.	Central	Eleventh and Pine Sts.
Pixlee, Ella M.	Olympic	338 Taylor St.
Pollock, Adelaide L.	Central	2012 Madison St.
Reid, Anna	Denny	519 Battery St.
Reid, Ellen	Denny	519 Battery St.
Rice, Charlotte	Rainier	421 Eighth St.
Robeson, Mary E.	Central	1422 Seventh St.
Ross, A. N.	Salmon Bay	Ballard, Wash.
Satterthwait, Lulu	Rainier	1803 Yesler Avenue
Scheffer, Agnes V.	7th and Pike	Room 21, Holyoke Block
Schlegel, Minnie K.	Mercer	2510 Sixth St.
Scofield, Ida	Mercer	850 Poplar St.
Shepherd, Louise	Denny	2034 Third St.
Smith, Mary E.	Denny	108 Box St.
Smith, Jennie A.	Denny	210 Howard St.
Snoke, Lillian	Columbia	California and Carroll Sts.
Stacmpfli, Alice	South	Washington, bet. 13th and 14th Sts.
Steele, Jessie M.	South	216 S. Twelfth St.
Stevens, Nellie	Queen Anne	320 Temperance St.
Stowell, Florence	Olympic	336 Wilfred St.
Thompson, Lulu J.	Mercer	Cor. Prospect Ave. and Willow Sts.
Thompson, Genevieve	Mercer	2510 Sixth St.

Name	*School*	*Residence*
Thornton, Edith	Green Lake	Green Lake
Wallace, Isabelle	T. T. Minor	712 Tenth St.
White, Lillie P.	South	210 Market St.
Widmer, J. M.	Ross	Ross
Willard, May G.	Central	217 Lenora St.
Young, Sade	8th and Cherry	812 Columbia St.
Young, Anna	Central	812 Columbia St.

GRANTED LEAVE OF ABSENCE

Name	*School*	*Residence*
Burrows, Lillian	Olympic	Jones St., near Hayes St.
Lodge, Leta A.	Columbia	120 Diagonal St.
Mitchell, Celia	Denny	2510 Sixth St.
Shumway, Carrie	T. T. Minor	1904 Madison St.

RESIGNED

Name	*School*	*Residence*
Springstead, Ida	T. T. Minor	1410 Hyde St.
Thompson, Susie	South	2510 Sixth St.
Kellam, Hattie A.	Central	Seventh and Pike Sts.

JANITORS

Name	*School*
Carter, J. H.	B. F. Day School
Cooper, Miller	T. T. Minor School
Copestick, William	Latona School
Darst, Charlie	South School
Hancock, David	Central School
Loflin, Wm.	Mercer School
Lawson, A. G.	Columbia School
Melvin, J. L.	Denny School
Zeek, I. N.	Rainier School

ASSISTANT, MANUAL TRAINING

Name	*Residence*
Howard, C. B.	Green Lake

SCHOOL MECHANIC

Conrad, B. S. — 13th and Yesler Ave.

PHYSICAL CULTURE—DUMB BELL EXERCISES.

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